



Programme Title	Bachelor of Science (BSc) Financial Management
Awarding Bodies	London School of Business and Finance
Level of Award ¹	MQF Level 6
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure ²	BSc. (Honours) 210 ECTS BSc. 180 ECTS
Mode of Attendance	Full-time and Part-time
Standard Length of Programme ³	42 months full-time 72 months part-time
Intended Award	Bachelor of Science (BSc.) Financial Management
Named Exit Awards	<p>Qualification 1: BSc (Honours) Financial Management with duration of 3.5 years in Full-time (5 years total registration time) and 6 years in Part-time (6 years total registration time).</p> <ul style="list-style-type: none"> General Pathway: all core modules in years 1, 2 and 3 + 1 core and 1 elective in year 4 <p>Qualification 2: BSc Financial Management – 180 ECTS: all modules from the first three years and 30 credits in Year 4. Duration of BSc Financial Management is 3 years in Full-time (5 years total registration time) and 5 years in Part-time (6 years total registration time).</p> <p>Qualification 3: Undergraduate Higher Diploma in Financial Management – 120 ECTS (duration of 2 years)</p> <p>Qualification 4: Undergraduate Diploma in Financial Management– 60 ECTS (duration of 1 year)</p>

Entry Requirements⁴**Academic entry requirements:**

- Students will need to have the equivalent of GCE A/AS Level 240 UCAS points, as outlined by LSBF Malta on a country-by-country basis, plus English at B2 level (IELTS 5.5 with 5.5 in all components). Students with level 3 International qualifications can be accepted directly into first year since we cannot calculate their UCAS points.

Students can be granted access directly on year 2 or year 3 of the programme if they hold qualifications equivalent to Level 4 and Level 5 respectively. These can be HNC (Higher National Certificate) and HND (Higher National Diploma) and similar. The qualifications will have to be in a related subject and the exemptions will be mapped and confirmed by the Admissions and Academic Board. Each case will be assessed individually.

English language requirements:

- IELTS 5.5 or equivalent or
- High school in English or
- Bachelors completed in English or
- 2 years of work experience in an English-speaking environment (upon approval by admissions board)

Applicants who do not meet the academic criteria may be considered based on post-secondary level education and working experience under certain circumstances, subject to review from the LSBF Academic Admissions Board.





Delivering Institution	London School of Business and Finance
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This definitive record sets out the essential features and characteristics of the Bachelor of Science (BSc.) Financial Management Programme. The information provided is accurate for students entering level 6 in the 2024-2025 academic year.

Programme Summary

The purpose of this programme pathway is to provide students with knowledge and understanding of the key aspects of management and finance that are relevant to people working in contemporary business organisations. The programme provides students a thorough knowledge base in how companies make financial and investment decisions under uncertainty and risk, and how financial markets function.

A key feature of the programme pathway is the combination of both academic study and practical skills development to enhance the employability of our graduates. In order to enable students to develop broad knowledge in the desired area, the programme pathway emphasises the application of knowledge developed in real life situations through case studies or working in and with real organisations.



The programme structure for part-time students is seen below:

Programme structure (Part-Time)			
Term	Module Code	Module Title	Status
Term 1 (12 weeks)	FIN1030	Macroeconomic Environment	Core
Term 2 (12 weeks)	FIN1010	Quantitative Methods	Core
Term 3 (12 weeks)	FIN1040	Microeconomics	Core
Term 4 (12 weeks)	MKT1010	Introduction to Marketing	Core
Term 5 (12 weeks)	LAW1010	Business Law	Core
Term 6 (12 weeks)	FIN1020	Introduction to Finance	Core
Term 7 (12 weeks)	FIN2050	Financial Markets	Core
Term 8 (12 weeks)	FIN2071	Policy Issues in the Global Economy	Core
Term 9 (12 weeks)	FIN2021	Statistics	Core
Term 10 (12 weeks)	FIN2010	Financial Accounting	Core
Term 11 (12 weeks)	FIN2060	Corporate Finance	Core
Term 12 (12 weeks)	FIN2040	Personal Finance	Core
Term 13 (12 weeks)	FIN 3082	International Financial Management	Core
Term 14 (12 weeks)	FIN 3043	Purchasing and Supply Chain Management	Core
Term 15(12 weeks)	RSH3000	Research Methods	Core
Term 16 (12 weeks)	PRO3022	Corporate Reporting	Project
Term 17 (12 weeks)	PRO3062 / PRO3030	Global Business Management / Governance and Ethics	Project

The structure will resemble the one below for full-time students:

Programme structure (Full-Time)			
Term	Module Code	Module Title	Status
Term 1 (12 weeks)	FIN1030	Macroeconomic Environment	Core
Term 1 (12 weeks)	FIN1010	Quantitative Methods	Core
Term 2 (12 weeks)	FIN1040	Microeconomics	Core
Term 2 (12 weeks)	MKT1010	Introduction to Marketing	Core
Term 3 (12 weeks)	LAW1010	Business Law	Core
Term 3 (12 weeks)	FIN1020	Introduction to Finance	Core
Term 4 (12 weeks)	FIN2050	Financial Markets	Core
Term 4 (12 weeks)	FIN2071	Policy Issues in the Global Economy	Core
Term 5 (12 weeks)	FIN2021	Statistics	Core
Term 5 (12 weeks)	FIN2010	Financial Accounting	Core
Term 6 (12 weeks)	FIN2060	Corporate Finance	Core
Term 6 (12 weeks)	FIN2040	Personal Finance	Core
Term 7 (12 weeks)	FIN 3082	International Financial Management	Core
Term 7 (12 weeks)	FIN 3043	Purchasing and Supply Chain Management	Core
Term 8 (12 weeks)	RSH3000	Research Methods	Core
Term 8 (12 weeks)	PRO3022	Corporate Reporting	Project
Term 9 (12 weeks)	PRO3062 / PRO3030	Global Business Management / Governance and Ethics	Project

** BSc Financial Management students follow the same programme structure as BSc (Honours) Financial Management with the exception of the project modules, which they do not complete.*

In order for students to progress they must achieve a minimum average of 40%.





The target students for the BSc. Financial Management programme are adult professionals who have substantive experiences in the field of business and administration. The target age groups include 19-65+ years of age.

The language of instruction is English.

There are various positions that one can apply for after complementing the BSc. Financial Management which include; but are not limited to the following;

Financial Analyst
Investment Advisor
Business Owner
Executive Manager
Accountant
Auditor
Banker
Investment Manager
Budget Analyst
Public Finance Officer

The BSc. Financial Management programme enables students to develop broad knowledge and understanding of the key aspects of management and finance that are relevant to people working in contemporary business organisations.

Programme Aims

The programme pathway also aims to develop an entrepreneurial mindset and offers opportunities for students to develop and launch new businesses. Additionally, students acquire a wide range of skills and competences useful for dealing competently with real-life, practical problems. The programme pathway will focus on the ability to think critically and will therefore enable students to analyse and evaluate solutions to complex, real-life problems.

In particular the programme pathway aims are as follows:

- Deliver undergraduate level knowledge and understanding of finance, accounting, and related studies. This awareness will encompass the technological, social, institutional and economic dimensions of the environment in which accounting, and finance is placed.
- Provide a theoretical framework for considering business/finance problems and issues and to apply these concepts in practice.
- Develop the technical and skills competences in relevant disciplines to provide a sound basis for further study, training, and employment. This includes learning how managers should organise their financial transactions effectively and with integrity.
- To prepare students for post graduate employment, research, further study and lifelong learning by developing their intellectual, analytical and key (transferable) skills.



Bachelor of Science (BSc.) Financial Management Programme Learning Outcomes

A. Knowledge, understanding and skills

(i) Knowledge and Understanding: Students

Completing the programme will be able to:

- a) Assess macroeconomic factors and their influence on financial markets, individuals and businesses.
- b) Evaluate corporate finance principles to inform strategic decision-making in areas such as capital structure, financing, and overall financial management.
- c) Analyse the impact of international finance on global business strategies, operations, and decision-making processes.
- d) Apply quantitative methods to inform decision-making and improve outcomes across various business functions and strategic areas.
- e) Examine the role of corporate governance and financial accounting in business management with an ethical focus.
- f) Assess macroeconomic policies and international trade dynamics to inform corporate finance strategies, with a focus on sustainability.
- g) Develop an integrated understanding of financial principles and supply chain management strategies to optimise resource allocation, enhance operational efficiency, and support organisational decision-making.
- h) Apply research methods to support evidence-based decision-making in finance, investment, and broader business strategies.
- i) Develop strategies for managing business projects that integrate principles of global business practices, governance, ethics, and corporate reporting to achieve financial and operational objectives.

(ii) Skills:

Students completing the programme will be able to:

- a) Design comprehensive financial strategies that integrate corporate finance and market risk management.
- b) Conduct advanced financial forecasting using quantitative techniques.
- c) Implement financial reporting and corporate governance principles to inform business decisions.
- d) Manage international financial portfolios using market analysis and hedging techniques.
- e) Develop project-based solutions to corporate finance challenges using sustainable investment analysis tools.
- f) Apply ethical considerations to financial reporting and decision-making.
- g) Conduct research and project analysis to solve financial management issues.
- h) Advise on management of international projects and their alignment with business strategies using governance principles.
- i) Present research-based business strategies using quantitative and project management insights.



Programme Design

The design of this programme has been guided by the UK Quality Code for Higher Education.

- The UK frameworks for higher education qualifications provide definitive points of reference for UK higher education providers when designing courses. They also provide a context in which qualifications can be reviewed and developed.
- Qualifications are determined by level and academic credit. Level descriptors and academic credit values allow providers to accurately describe and market their qualifications in a consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility.
- Feedback from key stakeholders/sources and multidisciplinary research allow developers to craft relevant and innovative courses of study. Sources of feedback for course design may include internal and external specialists, prospective, current and past students, employers and PSRBs. The incorporation of a systematic, relevant and stimulating assessment strategy, which enables course and module learning outcomes to be met, is also a key consideration for course design and development.





Programme Structure

The Bachelor of Science (BSc.) Finance Management comprises modules at level 6.

Module Specifications for each of these modules is included within the student handbook, available to students on-line at the beginning of each academic year.

Level	Module	Credits	Module Type
Year 1			
6	Macroeconomic Environment	10	Compulsory
6	Quantitative Methods	10	Compulsory
6	Microeconomics	10	Compulsory
6	Introduction to Marketing	10	Compulsory
6	Business Law	10	Compulsory
6	Introduction to Finance	10	Compulsory
Year 2			
6	Financial Markets	10	Compulsory
6	Policy Issues in the Global Economy	10	Compulsory
6	Statistics	10	Compulsory
6	Financial Accounting	10	Compulsory
6	Corporate Finance	10	Compulsory
6	Personal Finance	10	Compulsory
Year 3			
6	International Financial Management	20	Compulsory
6	Purchasing and Supply Chain Management	20	Compulsory
6	Research Methods	20	Compulsory
Year 4			
6	Global Business Management	15	Elective
6	Governance and Ethics	15	Elective
6	Corporate Reporting	15	Compulsory

For BSc Financial Management, students need to complete all modules from the first two years and 60 credits in Year 3.



Awards

Qualification 1: BSc (Honours) Financial Management with duration of 3.5 years in Full-time (5 years total registration time) and 6 years in Part-time (6 years total registration time).

BSc (Hons) Financial Management

Module Code	Module Title	MQF Level	Year	ECTS	Core/ Elective	Assessment Regime		Semester
						Coursework%	Practical %	
FIN1030	Macroeconomic Environment	5	1	10	Core	100%		S1
FIN1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3
FIN2050	Financial Markets	5	2	10	Core	100%		S1
FIN2071	Policy Issues in the Global Economy	5	2	10	Core	100%		S1
FIN2021	Statistics	5	2	10	Core	100%		S2
FIN2010	Financial Accounting	5	2	10	Core	100%		S2
FIN2060	Corporate Finance	5	2	10	Core	100%		S3
FIN2040	Personal Finance	5	2	10	Core	100%		S3
FIN 3082	International Financial Management	6	3	20	Core	100%		S1
FIN 3043	Purchasing and Supply Chain Management	6	3	20	Core	100%		S2
RSH3000	Research Methods Choice of any 2 project modules below:	6	3	20	Core	100%		S3
PRO3022	Corporate Reporting	6	4	15	Core	100%		S1
PRO3062	Global Business Management	6	4	15	Elective	100%		S1
PRO3030	Governance and Ethics	6	4	15	Elective	100%		S1

BSc. (Hons) - 210 ECTS - all core modules in years 1,2 and 3 + 1 core and 1 elective in year 4

BSc (Non-Hons/ Ord)– 180 credits: all core modules in years 1, 2 and 3

Qualification 2: BSc Financial Management – 180 ECTS: all modules from the first three years and 30 credits in Year 4. Duration of BSc Financial Management is 3 years in Full-time (5 years total registration time) and 5 years in Part-time (6 years total registration time).





Qualification 3: Undergraduate Higher Diploma in Financial Management – 120 ECTS (duration of 2 years)

Undergraduate Higher Diploma in Financial Management

Module Code	Module Title	MQF Level	Year	ECTS	Core/ Elective	Assessment Regime		Semester
						Coursework%	Practical %	
FIN1030	Macroeconomic Environment	5	1	10	Core	100%		S1
FIN1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3
FIN2050	Financial Markets	5	2	10	Core	100%		S1
FIN2071	Policy Issues in the Global Economy	5	2	10	Core	100%		S1
FIN2021	Statistics	5	2	10	Core	100%		S2
FIN2010	Financial Accounting	5	2	10	Core	100%		S2
FIN2060	Corporate Finance	5	2	10	Core	100%		S3
FIN2040	Personal Finance	5	2	10	Core	100%		S3

Qualification 4: Undergraduate Diploma in Financial Management– 60 ECTS (duration of 1 year)

Undergraduate Diploma in Financial Management

Module Code	Module Title	MQF Level	Year	ECTS	Core/ Elective	Assessment Regime		Semester
						Coursework%	Practical %	
FIN1030	Macroeconomic Environment	5	1	10	Core	100%		S1
FIN1010	Quantitative Methods	5	1	10	Core	100%		S1
FIN1040	Microeconomics	5	1	10	Core	100%		S2
MKT1010	Introduction to Marketing	5	1	10	Core	100%		S2
LAW1010	Business Law	5	1	10	Core	100%		S3
FIN1020	Introduction to Finance	5	1	10	Core	100%		S3





Programme Delivery

LSBF implements a continuous review of the curriculum for each programme so that any new developments within the discipline are incorporated to ensure that the curriculum meets external requirements and the latest academic standards. Innovation in teaching and learning is strongly encouraged and it is considered essential that the organisation demonstrates that it meets standards expected at national level.

The approach to learning activities is one of flexibility and adaptability to be able to respond to the diverse student needs and not only deliver the underpinning theories but also demonstrate applicability and relevance in the external environment. To achieve this, a range of learning methods are used including video presentations, case studies, active student participation, teamwork, and other forms of independent and guided learning to enable reflection and self-discovery. Programme Leaders play a key role in the curriculum review process and are regularly invited to ensure that the link between theory and practice is demonstrated.

It is considered that the reflective and testing element of the learning process is a valuable dimension in the knowledge acquisition process and facilitates the integration of such knowledge.

Programme Delivery Content

7. Dynamic Videos

LSBF's delivery provides engaging visual content by utilising HD-quality studio production and animated infographics to highlight the key theories for each individual Bit (short video tutorial of up to 3-4 minutes in length). This combination presents a highly effective medium of communication to students, especially visual learners.

The building blocks of LSBF's videos are as follows:

α) Script – All original Bits video content is written by industry experts who condense a wealth of information into a concise learning segment. The scripts are structured in a manner that facilitates effective learning by adhering to three basic principles:

- i. Tell the learner what they will learn in the Bit
- ii. Familiarise the learner with what the Bit is and provide an example
- iii. Provide a summary of the Bit for the learner



b) Recording – recording is conducted in LSBF’s state-of-the-art studios using a roster of professional presenters with past experience at leading broadcasting networks such as the BBC.

c) Infographics – LSBF’s video content combines the presenter’s delivery with visually engaging infographics designed by the content creators to help visually explain the core theoretical framework of each topic.

2. Flash cards

Flash cards are electronic pdf files, which complement the videos by highlighting key points and providing a transcript of the video recording for the student to read. The flash cards are a very effective tool for revision, and a key medium of retention for learners who absorb information more effectively through reading.

3. Scenarios, Case Studies and Online Discussion Forums

Scenarios are an integral part of the supplementary material for each Bit. Based on case-study style learning methods, Scenarios allow students to apply theory within a simulated real-world context, which particularly benefits kinaesthetic learners. The goal here is to enhance the learner’s understanding of the theory in relation to a specific context or situation.

Online discussion forums facilitated by the professors will be offered in each unit to engage students and apply theory to practice in relation to the scenarios and case studies to build upon theoretical concepts.

4. Synchronous Live Lectures, Seminars, Workshops and Tutorials

Regular synchronous/ live sessions in the form of online lectures, seminars, workshops and tutorials are conducted regularly which allow students to interact with their tutors and each other in real time and understand the concepts in greater depth.

5. Virtual Office Hours

Virtual office hours provide university students with the opportunity to connect with their instructors or academic advisors online. These sessions are typically held via video conferencing or chat platforms, allowing students to ask questions, seek guidance on coursework, discuss assignments, or clarify concepts in a flexible and convenient way. Designed to accommodate diverse schedules, virtual office hours ensure students can access personalised support and foster engagement in a remote or hybrid learning environment.

The teaching methods adhere to Universal Design for Learning (UDL) methods. This is ensured via the following means:

- 1) Asynchronous lectures and recordings are provided in high-quality formats, with adjustable streaming options to accommodate varying internet connection speeds.
- 2) All asynchronous lectures and recordings are equipped with subtitles to support students with specific needs.



- 3) Flashcards are available as an alternative learning tool for students who prefer or require a different format than recorded lectures.
- 4) Modules offer a variety of formative tasks, blending independent work with collaborative activities, tutor-led discussions, and peer-to-peer interactions in online forums.
- 5) To enhance the "classroom experience," students are encouraged to connect outside the LSBF learning platform, fostering collaboration, peer support, and the sharing of experiences.
- 6) The modules have a global focus, incorporating case studies from diverse contexts, reflecting our international student body and aligning with our strategy to promote diverse cultural perspectives.

The content of the modules will be regularly reviewed to incorporate new pedagogical approaches, advancements in theory, and current knowledge. This ongoing process aims to ensure the materials remain relevant and reflect contemporary trends, providing students with up-to-date learning resources that align with developments in the field.

Programme Assessment

The Assessment strategy is level-specific, reflecting the style of assessment deemed fit for assessing students at level 6 and is underpinned by the programme learning outcomes as follows:

Assessment Profile Assessment

Assessments range from:

- individual case study analysis
- group oral presentations
- group poster presentations
- preparing a business strategy plan
- consultancy project
- devising a business strategy
- individual reports
- reflective journals

All assignments are carefully designed to ensure that every learning outcome is comprehensively addressed and represented in a balanced and proportional way. This approach ensures that students are given equal opportunities to engage with, demonstrate, and apply the knowledge and skills outlined in the learning objectives. The distribution of content within each assignment is structured to reflect the relative importance and complexity of the learning outcomes, promoting a well-rounded understanding of the module's key competencies. Furthermore, assignments are regularly reviewed and updated to maintain alignment with the evolving learning needs of students and the overarching goals of the programme.

**Marketing Criteria**

The guidelines below reflect the standards of work expected at postgraduate level. All assessed work is marked by a faculty member, and a sample is then moderated by another member of staff. Any piece of work may be made available to the external examiner(s).

Grading**First Class (70 – 100%)****Generic skills: Communication and Presentation**

Comprehensive and correctly structured assessment. Style of writing is very fluent and develops a coherent and logical argument. Excellent referencing.

Knowledge & Understanding

Demonstrates excellent knowledge of theory and provides critical theoretical underpinning. Very good interpretations and summarising of main themes.

Analysis

Excellent use of theoretical and conceptual models to guide analysis linked with a critical discussion of main themes. Clear evidence of application of a range of analytical skills with comprehensive understanding of concepts.

Synthesis/ Creativity/ Application

Logical presentation of themes with appropriate examples being demonstrated. Very good demonstration of synthesis. Models have been clearly applied to the argument.

Evaluation

Shows clear evidence of reflection and evaluation of the argument by providing a robust defence of the opinions presented in the assessment.

Upper Second Class (60 -69%)**Generic skills: Communication and Presentation**

Well structured, follows appropriate format but some aspects of layout and referencing could be improved. Style of writing is fairly fluent. Good referencing.

Knowledge & Understanding

Wide range of knowledge demonstrated and evidence of good understanding of the topic. Ability to interpret and summarise succinctly.

Analysis

Very good use of the theoretical and conceptual models with good critical discussion. Has applied a range of analytical skills with greater independence and understanding of concepts.

Synthesis/ Creativity/ Application

Very good account of main themes with sound application. Good attempt at applying models to the argument. Fairly good attempt at synthesising the salient points.

Evaluation

Shows very good evidence of reflection and evaluation and a fairly cohesive defence of the argument .

Lower Second Class (50 – 59%)**Generic skills: Communication and Presentation**

Good structure in most aspects but suffers from variations in quality and the layout contains some inadequacies. Style of writing is satisfactory. Referencing needs some improvement.

Knowledge & Understanding

Good range of knowledge demonstrated but with some room for improvement. Some understanding displayed of the topic.

Summary and interpretation are satisfactory.

Analysis

Use of theory and concepts limited in scope and depth but relevant. Application of analytical skills could be improved and there is a tendency towards description rather than application of concepts.



Synthesis/ Creativity/ Application

Good account of main themes with some attempt at application. Limited evidence of synthesis.

Evaluation

Shows some evidence of reflection but this could have been further developed.

Pass (40 – 49%)

Generic skills: Communication and Presentation

Generally good structure but may suffer from minor errors and omissions in layout and adequacy. Style of writing is sometimes unclear.

Knowledge & Understanding

Demonstrates basic knowledge and understanding of the subject matter and contains some inaccuracies. Summary and interpretation is limited.

Analysis

Use of theory and concepts lacks focus and depth. There is limited application of analytical skills in order to apply the principles and concepts.

Synthesis/ Creativity/ Application

Slightly limited account of the main themes with a basic attempt at application. Very less evidence of synthesis.

Evaluation

Shows limited evidence of reflection to include a cohesive defence argument.

Fail (0 - 39%)

Generic skills: Communication and Presentation

Very poor report which is incorrectly structured and contains major errors and omissions. Style of writing is descriptive, lacks coherence and fluency. Poor referencing.

Knowledge & Understanding

Very poor range of knowledge, research and interpretation of information that is subjective and lacks conceptual coherence. There is no clear identification, understanding or interpretation of main themes.

Analysis

Very poor use of theory and very little application of core concepts. Limited analysis and evaluation in relation to fundamental principles and concepts.

Synthesis/ Creativity/ Application

Very poor account of main themes with little or no application. No links between models and argument.

Evaluation

Shows little or no evidence of critical reflection and needs to be much more developed. There is no defence of the opinions presented.

Final Grade

The final grade is determined by a weighted average of the individual components. To pass, each component must have a score of at least 40%.



Programme Team

LSBF engages several layers of faculty. Programme Leader, Principal Lecturers, Senior Lecturers and Lecturers are contracted to teach for the organisation and have a wide range of responsibilities including content creation, programme teaching, dissertation supervision, assessment creation, grading, committee membership and leadership, partnership liaison, etc. Team members generally work remotely.

Communication and allocation of responsibility can be a challenge for management at times, but actions are coordinated by the Head of Academics and Programme Leader in coordination with heads of various departments. Almost 75% of the faculty have a PhD or doctoral degree and the rest have a relevant master's degree and extensive professional experience, which is the minimum requirement for the faculty to be able to teach on the programme.

Tuition and Fees

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.