ANNUAL PROGRAMME* REVIEW

This form should be completed either for a single programme or for a cognate group of programmes that share several courses. To be completed by the programme director/leader and subsequently considered by the primary School Teaching and Learning forum.

- Part A should provide a review of the courses that make up the programme/group of programmes covered by this APR
- Part B should focus on the programme (or cognate group of programmes if appropriate)
- Part C should be completed if the programme is part of any Collaborative Provision with other Institutions/organisations where students are involved. If Schools wish, they can complete a separate APR for collaborative provision.

SCHOOL INFORMATION:		
School: BUSINESS SCHOOL	**Programme/cognate group of programmes:** Discipline: Finance Programme: MSc Finance and Investment Management (FIM) (CFA and non-CFA)	**Academic year:** 2023-2024

A. ANALYSIS OF THE PROGRAMME'S CONSTITUENT COURSES

1. **Comment on the pass rates and grade profiles for courses within the programme.** *Identify outlier courses, i.e. those performing better or worse than others. What can be learned from these to help other courses within the programme? Comment on courses with less than average pass rates. What actions are planned to address the low pass rates? Actions could include, for example, changes to previous year's courses to better prepare the students or inclusion of more formative assessments.*

The overall course pass rates were very satisfactory and consistent to previous years. In terms of final exams only, two courses had a relative higher percentage of fails. Namely, BU5031 Accounting and BU5034 Issues in Corporate Finance. However, these courses involve students from different programmes and I do not have a detailed breakdown of marks in relation to each programme.

2. **Comment on courses that are causing concern.** *Please include courses where concerns have been raised by staff or students at SSLC meetings or by external examiners. What measures could be put in place to address the concerns raised?*

No significant issues or concerns were raised during SSLC meetings or flagged by external examiners. Everything ran smoothly and positive feedback was shared among the programme leader, course coordinators, and students. This was also evident during the annual programme review meeting where the externals highlighted the high quality of courses and assessment methods.

B. REVIEW OF THE PROGRAMME(S)

1. Critically review the programmes. *For instance: Do they continue to meet the subject benchmark statements? How well do all constituent courses work together to provide the core knowledge required? Do they continue to attract and retain students?*

MSc Finance and Investment Management (FIM) is a well-established programme and one of the largest and most appealing MSc offerings within the Business School. As such, the programme continues to attract students and contributes to the Business School achieving its targets.

However, it has also been affected to some degree by the challenging global market conditions and other issues (e.g., visa constraints, increase in fees etc.) which have led to a systemic drop in student numbers across the UK.

2. What actions have been taken forward this year considering the previous year's feedback from the Course and Programme Review process, External Examiners, Programme Advisory Boards Professional Statutory Body or ITR recommendations (if reviewed within the past 12 months)?

No further changes took place compared to last year. Feedback from external examiners and students has been mostly positive.

3. What is working well within the programme(s)? What is new/innovative?

a) at Course level

The teaching and learning objectives are successfully met and the reading material as well as the methods of delivery are of a very high standard. Depending on the course, there are various approaches that enhance student learning and stimulate interest. For example, the delivery of key theoretical concepts via lectures, the discussion of real-world examples/applications, various problem sets, group essays, laboratory work, use of databases etc., provide a very interesting environment for the students of the programme. The courses jointly offer a very good combination of academic and practical skills.

b) at Programme level

FIM offers an exceptional blend of academic rigor and specialised skills that enhance employability. Students are provided with the chance to gain substantial theoretical and practical knowledge across various areas, establishing a robust foundation in finance. A particularly appealing aspect of the program is its focus on the practical application of theoretical concepts. Consequently, students receive comprehensive training in financial modelling and investment decision-making.

Additionally, a noteworthy and relatively innovative component of the program is the integration of CFA Level 1 preparation. This allows students to pursue a highly regarded professional qualification, potentially advancing their career prior to graduation. The partnership with Fitch Learning and the effective on-campus coordination of the relevant path, particularly through the Professional Finance course, have proven successful in achieving this objective in recent years.

4. What area(s) require, or are intended for, development in the next academic year and how do you intend to address them?

N/A

5. What aspects of Decolonising the Curriculum have been considered as part of the programme? *For instance: has the programme considered the impacts of Decolonising the Curriculum or the Anti-Racist Curriculum? Has the programme engaged with any of the resources made available via the School Race Equality Champions?*

The programme is highly quantitative in nature and does not pose any issue on that front. However, its courses include various examples and topics which are related to diverse perspectives and knowledge systems across different markets around the globe.

6. What aspects of Equality, Diversity and Inclusion have been considered as part of the programme? *For instance: Does the programme take account of the various protected characteristics? Have there been any matters pertaining to EDI which have caused issue on the programme?*

No issues have arisen in relation to EDI.

C. Review of Collaborative Provision *(note that annual reporting for validated partners and TNE partners is more extensive and is described in the corresponding validation agreement. The following applies to non-validated and non-TNE partnerships only)*

1. Where applicable, list the Collaborative Provision agreements (Partnerships) that relate to this programme and the numbers of students involved (add rows as necessary)

Partner Institution	Type of Partnership (see http://www.abdn.ac.uk/staffnet/teaching/types-of-partnership-3887.php)	Number of students involved

2. Comment on the progress students admitted under each partnership have made in their programme and whether any changes to the programme, or arrangements with the partner, need to be made.

N/A

3. For each partnership comment on any issues that have arisen as a result of the partnership and critically evaluate the success of the partnership.

N/A

D. ISSUES TO BE RAISED AT SCHOOL OR UCTL LEVEL

N/A

Signed: ..... *Fotios Papadimitriou*..... Date: ....29/11/2024.....

(Programme Lead/Author)

Signed: ..... Date: .....

(Chair, School/Discipline Teaching & Learning Committee)

Comments from Head of School*:
All bar one of the courses on this programme are shared and the exam results have been noted from other APRs where further preparation and support measure are planned. This programme has a direct focus on employability with the option to undertake the preparation for CFA Level 1 Exam which sets it apart from others and, hopefully, will be able to continue.

I confirm that I have read and agree with the content of this form and, where applicable, support the actions proposed.

Signed: ...  ..... ……..Date: 15/1/25.....

(for Head of School*)

COPIES OF THIS FORM SHOULD BE:

1. CONSIDERED BY THE PRIMARY SCHOOL LEARNING AND TEACHING FORUM
2. UPLOADED TO THE QUALITY AND PLANNING SHAREPOINT SITE BY **31 AUGUST** FOR UNDERGRADUATE PROGRAMMES AND **30 NOVEMBER** FOR POSTGRADUATE TAUGHT PROGRAMMES

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.