THE UNIVERSITY OF MANCHESTER
Postgraduate Programme Specification

Programme Specifications are intended to provide a standard format for describing the University's taught degree programmes, in line with Quality Assurance Agency and University Guidelines. They are produced mainly for internal use, although they contain information useful to current students and other stakeholders. As the content of the University s degree programmes is constantly being developed, the information contained within the specifications is liable to change.

1. GENERAL INFORMATION

Award	Programme Title	Duration	Mode of study
MSc	Digital Transformation	1 year	Full time
MSc	Digital Transformation (FinTech)	1 year	Full time
Exit Awards			
Postgraduate Diploma	Digital Transformation		
Postgraduate Diploma	Digital Transformation (FinTech)		
Postgraduate Certificate	Digital Transformation		

School/Discipline	Alliance Manchester Business School, Management Science and Marketing Division
Lead Faculty Joint Faculty and School (where applicable)	Faculty of Humanities
Awarding Institution	University of Manchester
Teaching Institution (for validated partnerships)	None
Programme Accreditation (including period of accreditation and renewal date**)**	None
Relevant QAA subject benchmark(s)	National Qualifications Framework – QAA Level 7

2. AIMS OF THE PROGRAMME

The programme aims to:

01.	Provide students with leadership capabilities, enabling them to develop and execute digital transformation strategies that align with organisational goals.

02.	Provide students with an understanding of the key concepts, methods, and implications of emerging digital technologies used for driving organisational transformation.
03.	Foster a collaborative and innovative learning environment in which students will apply their knowledge and skills to solve complex business problems and drive meaningful change.
04.	Provide students with an in-depth understanding of the interdisciplinary field of financial technologies (FinTech), encompassing both its empirical and theoretical dimensions. (*FinTech pathway)
05.	Equip students with solid academic foundations to pursue a career in the fintech sector and financial services industry. (*FinTech pathway)

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge & Understanding

Students should be able to:

A1.	Explain the theoretical frameworks and models that underpin digital transformation.
A2.	Recognise and evaluate the role of leadership in driving digital strategies and facilitating organisational change.
A3.	Explain the impact of organisational change management on successful digital transformation projects.
A4.	Distinguish and articulate the role that the digitalisation of operations and supply chains plays in improving the performance and competitiveness of organisations.
A5.	Recognise and describe the purpose and parameters of data within a business context.
A6.	Explain cutting-edge scholarship on fintech, including its theoretical developments and practical implications. (*FinTech pathway)
A7.	Explain the internal organizational factors of fintech firms and financial organizations, including their business models and strategies. (*FinTech pathway)
A8.	Describe the external business environment shaping fintech developments, with a specific focus on global fintech hubs, open-finance regulation, and ethical fintech. (*FinTech pathway)
A9.	Describe the core and emerging technologies underpinning the fintech revolution. (*FinTech pathway)

Learning & Teaching Methods and Delivery (to allow students to achieve intended learning outcomes)	**Assessment Strategy** (of intended learning outcomes)
Lecture sessions, combining traditional lecturing with a range of interactive activities such as structured reading of small case studies, questions and answer sessions, small-group discussions, polls and quizzes, engagement with and critical use of generative AI tools.	Individual report, individual diary, individual reflective essay, individual presentation
Interactive sessions with guest experts.	Group report, group presentation

Case studies tutorials and case-based learning, including formative assessments on these aspects.	Exam
Assessment tutorials	
Hands-on simulation of supply chains	

B. Intellectual Skills

Students should be able to:

B1.	Synthesise information to develop strategic plans for the undertaking of digital transformation projects.
B2.	Evaluate and recommend appropriate digital business models and strategies for leading organisational change.
B3.	Analyse the impact of digital technologies on various industries and sectors, including the implications for business models and the adoption of emerging technologies in diverse settings.
B4.	Critically appraise and evaluate emerging trends and disruptive technologies shaping the digital landscape.
B5.	Evaluate and apply frameworks and tools to assess organisational readiness for change.
B6.	Synthesise data from diverse sources to enhance strategic decision-making.
B7.	Apply problem-solving techniques to diagnose operational inefficiencies and identify opportunities for process improvement.
B8.	Apply critical thinking and problem-solving skills to address challenges in digital strategy formulation and implementation within a collaborative team project.
B9.	Apply critical thinking, analysis, and synthesis of concepts and insights from fintech research to inform strategic decision-making. (*FinTech pathway)

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Learning & Teaching Methods and Delivery (to allow students to achieve intended learning outcomes)	**Assessment Strategy** (of intended learning outcomes)
Lecture sessions, combining traditional lecturing with a range of interactive activities such as structured reading of small case studies, questions and answer sessions, small-group discussions, polls and quizzes, engagement with and critical use of generative AI tools.	Individual report, individual diary, individual reflective essay, individual presentation
Interactive sessions with guest experts	
Case studies tutorials and case-based learning, including formative assessments on these aspects.	Group report, group presentation
Assessment tutorials	Exam

Hands-on simulation of supply chains	

C. Practical Skills

Students should be able to:

C1.	Develop and articulate digital transformation strategy that aligns with organisational goals and capabilities.
C2.	Envision and apply use cases to emerging technologies, demonstrating their fit and application.
C3.	Apply techniques for managing organisational change and building change-oriented cultures.
C4.	Design and implement digital strategies and initiatives to enhance organisational operations and supply chains.
C5.	Utilise project management methodologies and tolls to plan, monitor and deliver digital transformation projects.
C6.	Exploit data analytics and visualisation tools to derive insight and support decision-making in digital transformation projects.
C7.	Understand how to gain insight into the preferences, motivations, strengths, and weaknesses of other people and demonstrate how they use these insights to work more effectively with others in team situations.
C8.	Be able to communicate and articulate complex issues, considering the audience viewpoint.
C9.	Develop effective business models and strategies for implementing digital transformation.
C10.	Conduct consultancy research to deliver digital transformation solutions through a team-based project.

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Learning & Teaching Methods and Delivery (to allow students to achieve intended learning outcomes)	**Assessment Strategy** (of intended learning outcomes)
Lecture sessions, combining traditional lecturing with a range of interactive activities such as structured reading of small case studies, questions and answer sessions, small-group discussions, polls and quizzes, engagement with and critical use of generative AI tools.	Individual report, individual diary, individual reflective essay, individual presentation
Interactive sessions with guest experts	Group report, group presentation
Case studies tutorials and case-based learning, including formative assessments on these aspects.	Exam
Assessment tutorials	
Hands-on simulation of supply chains	

D. Transferable Skills and Personal Qualities
Students should be able to:

D1.	Communicate clearly through written reports, essays, and exams.
D2.	Deliver presentations to both expert and non-expert academic audiences.
D3.	Engage with others' viewpoints while working collaboratively and constructively in a team.
D4.	Collect and analyse information from multiple sources, critically assessing its relevance.

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Learning & Teaching Methods and Delivery (to allow students to achieve intended learning outcomes)	**Assessment Strategy** (of intended learning outcomes)
Lecture sessions, combining traditional lecturing with a range of interactive activities such as structured reading of small case studies, questions and answer sessions, small-group discussions, polls and quizzes, engagement with and critical use of generative AI tools.	Individual report, individual diary, individual reflective essay, individual presentation
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Assessment tutorials	
Hands-on simulation of supply chains	

4. THE STRUCTURE OF THE PROGRAMME

MSc Digital Transformation

CORE COURSE UNITS			
COURSE CODE	**COURSE TITLE**	**CREDITS**	**NOTES:**
BMANXXXX	Digital Strategy	15	Core unit / Semester 1
BMANXXXX	Organising and Managing Change in the Digital Age	15	Core unit / Semester 1

BMANXXXX	Core and Emerging Technologies	15	Core unit / Semester 1
BMANXXXX	Digitalisation of Operations and Supply Chains	15	Core unit / Semester 1
BMANXXXX	Integrative Business Consultancy Project	60	Compulsory unit / Semester 1, 2, 3
BMANXXXX	Data Strategy and Visualisation	15	Core unit / Semester 2
OPTIONAL COURSE UNITS (Students choose three optional units from these available units)			
BMAN74822	User Experience (UX) Design and Web Analytics	15	Semester 2
BMANXXXX	FinTech and the Global Economy	15	Semester 2
BMAN74222	Financial Data Analytics and AI in Finance	15	Semester 2
BMANXXXX	Open Finance and Payment Technologies	15	Semester 2
BMANXXXX	Decentralised Finance, Blockchain, and Web3	15	Semester 2
BMAN71652	Knowledge Management and AI Ethics	15	Semester 2

MSc Digital Transformation (FinTech)

CORE COURSE UNITS			
COURSE CODE	**COURSE TITLE**	**CREDITS**	**NOTES:**
BMANXXXX	Digital Strategy	15	Core unit / Semester 1
BMANXXXX	Organising and Managing Change in the Digital Age	15	Core unit / Semester 1
BMANXXXX	Core and Emerging Technologies	15	Core unit / Semester 1
BMANXXXX	Digitalisation of Operations and Supply Chains	15	Core unit / Semester 1
BMANXXXX	Integrative Business Consultancy Project	60	**Compulsory** unit / Semester 1, 2, 3
BMANXXXX	FinTech and the Global Economy	15	Core unit / Semester 2
BMAN74222	Financial Data Analytics and AI in Finance	15	Core unit / Semester 2
BMANXXXX	Open Finance and Payment Technologies	15	Core unit / Semester 2
BMANXXXX	Decentralised Finance, Blockchain, and Web3	15	Core unit / Semester 2
(Students on the Fintech pathway have no optional course units)			

NB where students are registered for the FinTech Pathway, the Integrative Business Consultancy Project should be in the area of FinTech.

NB in order to receive the award MSc Digital Transformation (FinTech), students must meet the requirements of the FinTech Pathway.

5. STUDENT INDUCTION, SUPPORT, DEVELOPMENT AND INCLUSIVITY (in order to deliver the intended learning outcomes, including dissertation support and guidance and how the programme will incorporate equality, diversity and inclusion into teaching and learning.)

Induction

All students participate in a week-long induction program at the start, where they are welcomed, registered, and given information and guidance on various topics such as library and IT resources, communication channels, learning materials, student support services, and student representation in committees.

Programme Handbook

Upon arrival, students can access the MSc Digital Transformation Programme Handbook, which provides detailed information on every aspect of the programme, including available support and procedures. It also offers practical details about Alliance Manchester Business School (AMBS) and the Faculty of Humanities. All this information is additionally available on the AMBS and Faculty of Humanities websites and intranet, along with a link to the degree regulations.

Assessment

Comprehensive assessment information is outlined in the MSc Digital Transformation Programme Handbook. All assessments within the programme follow the University's assessment framework, which can be accessed via the following link: https://www.studentsupport.manchester.ac.uk/study-support/academic-support/assessments-and-exams/

Support

The programme is overseen by a Programme Director. The Programme Director monitors student progress, and students are encouraged to reach out to the Director for academic guidance. Further assistance is available through the School's postgraduate taught services team.

Students are advised to take full advantage of the University's support services, such as accommodation services, the Careers Service, the Office of Student Support and Services, and the Student Services Centre, with full details provided in the programme handbook. If needed, students will be referred to the Disability Advisory Support Services, which can be accessed at https://www.dass.manchester.ac.uk

The University Centre for Academic English offers support for academic English writing, accessible at https://www.ucae.manchester.ac.uk/study/

Students also have the chance to participate in a personal development plan called My Skills Development, which allows students to use an online skills development tool that helps develop 10 top graduate skill areas. See: https://www.careers.manchester.ac.uk/findjobs/skills/myskills/

Academic Advising

 The Programme Director is the Academic Advisor for all students within the programme.

At the postgraduate level, students will meet the Programme Director (as Academic Advisor) during Welcome Week. The Programme Director will email students at least once per semester to check on academic progress and well-being, providing (if needed) information about available support services. Students are welcome to contact the Programme Director anytime through email or by visiting office hours.

The Academic Advisor's responsibilities include:

- Helping students transition into academic life and integrate into the University community.
- Supporting students in their academic development by offering guidance on academic choices throughout their studies.
- Directing students to relevant support services when assistance on non-academic matters is needed.

Students are expected to:

- Attend and prepare for all scheduled meetings with their Advisor.
- Respond promptly to their communications.
- Make full use of the support and guidance available at the University.
- Proactively address any academic or personal issues as soon as they arise.
- Maintain records of meetings and any agreed actions.

Overseas Students

AMBS has an International Society that provides peer support for overseas students, and international students in this programme are welcome to join.

Additionally, we strongly recommend that international students take advantage of the English language courses offered by the University Centre for Academic English.
https://www.ucae.manchester.ac.uk

Student Representation

Both student representatives and teaching staff are invited to attend the Divisional Programme Committee meetings. The Student Union provides training and support for students taking on this role. These meetings address various topics, including teaching-related matters. Additionally, an Annual Programme Review is held during the second semester, focusing on evaluating the programme's aims, learning outcomes, and the success in achieving those objectives.

Equality, Diversity, and Inclusion (EDI)

The University of Manchester and Alliance Manchester Business School are dedicated to fostering a study and work environment where every member of its community is treated with respect and dignity. This commitment is guided by the Dignity at Study and Work Policy All course units, and thus the entire MSc Digital Transformation programme, are committed to promoting equality, diversity, and inclusion by ensuring that all students, regardless of their background, have equal access to learning resources and opportunities for success. Each course unit outline contains a specific section that explains how EDI informs the teaching and learning practices of that unit. This reflects the growing recognition that the causes and solutions of inequalities are largely rooted in the educational environment and strategies.

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6. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

TraCode	Course Unit title	C/O	A1	A2	A3	A4		A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6		C7	C8	C9	C10	D1	D2	D3	D4
													Knowledge & Understanding → Intellectual Skills → Practical Skills → Transferable skills and personal qualities																								
BMANXXXX	Digital Strategy	C	D A	D A				D A				D	D A	D A	D A			D A			D A	D A	D A		D A					D A	D A		D A	D A	D	D A
BMANXXXX	Organising and Managing Change in the Digital Age	C	D A	D A	D A								D	D A				D A				D A			D A						D A			D A			D A
BMANXXXX	Core and Emerging Technologies	C	D A					D A				D			D A	D A							D A								D A	D		D A		D	D A
BMANXXXX	Digitalisation of Operations and Supply Chains	C	D A			D A		D A					D A						D A							D A	D A				D A	D		D A		D	D A
BMANXXXX	Integrative Business Consultancy Project	C	D A	D A	D A			D A	D A	D A	D A	D A	D A	D A	D A	D	D A	D A	D	D A	D	D A				D A			D A	D A	D A	D A	D A	D A	D A	D A
BMAN74822	User Experience (UX) Design and Web Analytics	O														D		D												D A			D A			D A
BMANXXXX	Data Strategy and Visualisation	C*	D A					D A										D		D							D A			D A	D		D A	D A	D	D A
BMAN71652	Knowledge Management and AI Ethics	O	D A					D A					D A			D A		D				D						D			D A	D A	D	D A
BMANXXXX	Fintech and the Global Economy	C**	D A					D A	D A	D A	D A					D					D A									D A	D A		D A	D A	D	D A
BMAN74222	Financial Data Analytics and AI in Finance	C**						D A			D A					D					D A		D						D A	D A			D A		D	D A
BMANXXXX	Open Finance and Payment Technologies	C**	D A					D A			D A					D					D A		D							D A	D		D A	D A	D	D A
BMANXXXX	Decentralised Finance, Blockchain, and Web3	C**	D A					D A			D A					D					D A		D							D A	D		D A	D A		D A

D = intended learning outcomes of the programme are taught or developed by students within this course unit

A = intended learning outcomes of the programme are assessed within this course unit

C* = mandatory course unit only for MSc Digitial Transformation

C** = mandatory course unit for MSc Digital Transforamtion (Fintech) pathway and optional for the standard MSc Digital Transformation programme

O = optional course unit

7. CRITERIA FOR ADMISSION

Academic entry requirements (CMA)

A First or Upper Second-class honours degree (2:1, with 60% average) from a UK university or the overseas equivalent is required. You must also be able to demonstrate academic progression by achieving a high standard of grades throughout each year of your undergraduate degree.

When assessing your academic record, we consider the grades you have achieved, your academic references and the standing of the institution where you studied your qualification.

If you do not meet our academic entry qualification criterion, your admission may still be approved if satisfactory evidence of postgraduate study at Master's level from a UK university or the overseas equivalent (average 60% or above) or 3 or more years of relevant professional experience can be provided (submit a CV if you meet the professional experience requirements and do not meet the academic entry qualification criterion). The entry requirements for Master's degrees are available here: https://www.alliancembs.manchester.ac.uk/study/masters/masters-entry-requirements/

English language entry requirements (CMA)

- IELTS: 7.0 overall and no other element below 6.5
- Pre-sessional English Language course: Minimum 6.5 overall with no element below 6.0.
- TOEFL: 100 overall with a minimum score of 22 in other elements.
- Cambridge Proficiency Examination (CPE): Minimum grade B. Note that the Cambridge First Certificate is not accepted.
- English for Academic Purposes (EAP): Overall grade A with minimum grade B in all components.
- PTE Academic: Overall score of 76, with minimum 70 in other elements.

8. PROGRESSION AND ASSESSMENT REGULATIONS (including approved variances)

The programme will adhere to the University of Manchester postgraduate degree regulations: http://www.regulations.manchester.ac.uk/academic/postgraduate-degree-regulations/

9. INDICATORS OF QUALITY ENHANCEMENT (processes and procedures in place to continuously monitor the programme and student experience)

The programme will undergo regular reviews, conducted every semester during the first two years and then annually thereafter. These reviews will be overseen by the programme committee and the postgraduate taught committee. In the early stages, input from both students and staff will be gathered to help refine and enhance the programme. Additionally, feedback from unit surveys will be used to guide necessary improvements to the programme.

10. LEARNING RESOURCES (resources available to support the programme and students development library/teaching support/online resources)

Students will be informed of all available support resources through the student handbook, during the induction process, and by academic advisors throughout the program. For more details, refer to the relevant sections and links provided.

11. GRADUATE ATTRIBUTES AND EXPECTED OUTCOMES (how the intended learning outcomes support and enhance student outcomes e.g. employability/further study)

The MSc Digital Transformation and MSc Digital Transformation (Fintech) are designed to equip students with the required skills to navigate the evolving digital economy successfully. Particularly, the graduate attributes are the following:

- *Leadership and strategy*. Graduates will be capable of developing and executing digital transformation strategies that align with organizational goals. They will be positioned to take on middle-level and senior leadership roles where digital innovation and strategic oversight are key.

- *Technical proficiency*. Students will gain a solid understanding of core and emerging technologies that are critical for driving organizational change and improving competitiveness. This technical skill set enhances their appeal to employers in tech-driven sectors.

- *Innovation and problem-solving*. Through experiential learning, case studies, and project-based assessments, students cultivate the ability to solve complex business problems and lead innovative initiatives. This experiential-learning approach is crucial to equip students with the ability to lead successful projects in industries undergoing rapid technological change.

- *Interdisciplinary insight*. Particularly for those students on the Fintech pathway, the programme provides a deep understanding of the intersection of finance and technology, making graduates well-suited for roles in financial services and technology firms.

- *Collaboration and communication*. The programme emphasizes group projects and team-based consultancy work, ensuring that graduates can work effectively with diverse teams and stakeholders. The ability to communicate complex ideas to both technical and non-technical audiences is a key employability factor.

This is a breakdown of how the ILOs support employability and further study:

- *A1-A9 (Knowledge & Understanding).* Graduates are equipped with an understanding of the theoretical frameworks and practical tools necessary for digital transformation, making them valuable

assets for companies seeking to innovate and stay competitive. These skills also serve as a strong foundation for further academic research in business transformation or technology management.

- *B1-B9 (Intellectual Skills).* The focus on critical thinking, strategic evaluation, and data synthesis provides students with the intellectual tools to analyse and adapt to emerging trends. These skills are essential for roles in management consulting, digital strategy, and innovation leadership, as well as for those considering further study.
- *C1-C10 (Practical Skills).* Graduates leave with practical skills such as digital strategy development and project management. These abilities are crucial in industries such as IT consulting, digital marketing, fintech, where the ability to implement digital initiatives and drive process improvements is highly valued.
- *D1-D4 (Transferable Skills and Personal Qualities).* The program ensures that graduates are adept in communication, teamwork, and autonomous project management. These are vital skills across all industries and for further academic pursuits where independent study and research are key components.

Overall, the ILOs of the MSc Digital Transformation programme effectively enhance graduate attributes by ensuring a blend of academic knowledge, technical knowledge, interpersonal skills, and leadership. This makes students highly employable in industries undergoing digital change and provides a solid foundation for advanced studies in related fields.

12. ENHANCEMENT OF DIGITAL LITERACY (How are student digital skills development being supported within the curriculum? How are students being supported to recognise the value of the digital skills they are developing, for their studies and employability? -How could you build / capture progression into their digital development)

The MSc Digital Transformation programme places a strong emphasis on developing digital skills that are critical for both academic success and future employability. These skills align with the JISC Digital Capabilities Framework and are embedded throughout the curriculum in several ways:

- *Digital Proficiency*. Students develop a high level of technical proficiency through courses that focus on key digital technologies such as data analytics, blockchain, artificial intelligence..
- *Information, Data, and Media Literacy*. Students are trained to critically evaluate and manage digital information. They learn to extract, synthesize, and apply data insights to drive strategic decision-making, equipping them to thrive in data-driven environments. By using real-world case studies and consultancy projects, students are encouraged to apply these skills to solve complex business problems, further strengthening their digital literacy.
- *Digital Creation, Problem-Solving, and Innovation*. The curriculum supports the development of digital creativity and innovation by encouraging students to envision and design digital transformation strategies and solutions. The Integrative Business Consultancy Project allows students to develop creative digital solutions for real-world problems, enhancing their ability to innovate within various business contexts. This experiential learning fosters the ability to apply digital skills to create new processes, models, and products.
- *Digital Communication, Collaboration, and Participation*. Digital communication and collaboration are integral to the program's teaching methods, where students engage in group projects and presentations using collaborative tools. Group work in several course units teaches students how to effectively communicate and collaborate using digital platforms, which mirrors the practices of modern workplaces. Peer collaboration is emphasized, promoting both academic and professional development in teamwork and leadership.
- *Digital Learning and Self-Development.* Students are supported in recognising the value of the digital skills they acquire for both their studies and future careers. Through formative assessments, feedback from peers and instructors, and reflection exercises, students can track their progress in mastering the practices and technologies of digital transformation.

- *Digital Identity and Well-being.* Students are encouraged to develop a professional digital identity, particularly through activities such as consultancy projects.. This not only enhances their professional profile but also helps them understand the importance of maintaining a responsible and impactful digital presence. Several course units emphasise the societal and ethical implications of digital technologies, ensuring that students are mindful of the broader societal impact and ethical ramifications of their digital lives.

13. Additional Costs (As per the policy on additional costs, costs above £100 should be made clear to the student as they are likely to have a direct impact on the outcome of students' academic success)

N/A

Date of original production:	
Date of current version:	December 2024