**University of Huddersfield**

**Programme Specification**

## This document does not form part of the student contract

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| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution**  | University of Huddersfield |
| **3.** | **School and Department** | Huddersfield Business School Department of Accounting, Finance and Economics |
| **4.** | **Course accredited by** | Pending:ACCA, CIPFA, AIACourses Accredited by CIMA:BSc Accounting and FinanceBSc Accounting and EconomicsCourse Accredited by ICAEW:BSc Accounting and FinanceBSc Accounting and EconomicsCourses Accredited by ACCA from 01st January 2024: BSc Accounting and Finance BSc Accounting and Economics  |
| **5.** | **Mode of Delivery** | Three years full time or four years with sandwich placement |
| **6.** | **Final Award** | Bachelor of Science with Honours (BSc (Hons)) |
| **7.** | **Course Title** | BSc (Hons) Accounting and Finance (BA1000/B285 SW/B286 FT) (UH-000222)BSc (Hons) Accounting and Economics (BA1000/B287 SW/B288 FT) (UH-000221) |
| **8.** | **UCAS Code** | N420NL41 |
| **9.** | **Subject benchmark statement** | Accounting 2019; Finance 2019; Economics 2019 |
| **10.** | **Date of Programme Specification Approval** | UVP 17th July 2020 |

**11. Educational Aims of the Course**

The Accounting Suite is designed to meet the needs of those who wish to study accountancy and finance to become professional accountants, or who wish to bring a knowledge and understanding of accounting and finance to a career in finance, economics or business. By building two named courses into the suite, students will achieve and benefit from distinctive intellectual and professional identify from the title of the degree and be prepared to become tomorrow’s accountants, finance professionals and business leaders in an integrated global world. This approach draws on existing expertise at Huddersfield Business School in terms of accounting, finance and economics. The Course is therefore designed to be accessible and relevant and flexible to allow students to follow chosen routes: Accounting and Finance or Accounting and Economics.

Students selecting Accounting and Finance can develop their knowledge and skills in accountancy, financial management and related subjects and they can choose to take an optional year out on a business placement. As well as the core accounting and finance subjects they can study a wide range of contemporary options and exit finally with an Honours degree with, if they wish, exemptions available from the examinations of the Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Management Accountants (CIMA), the Institute of Chartered Accountants in England and Wales (ICAEW), the Chartered Institute of Public Finance and Accountancy (CIPFA) and the Association of International Accountants (AIA).

BSc Accounting and Finance has the flexibility, through a wide range of modules, to allow students to select more finance related options to develop their knowledge and skills in current and contemporary finance related topics which could be tailored towards their chosen career path. In particular two vertical pathways are created in the Course for specialism in corporate finance and financial management, and in financial markets and investments. In the former, student can study specialist modules that cover topics in global financial management, investments and risk management, and corporate valuation. In the latter, topics such banking and financial markets, investment and portfolio management, and financial valuation pathways to careers in investment and financial services. Current challenges and trends are also captured in relation to Climate Change and FinTech and their implications on finance. The course therefore enables students to tailor their final award to reflect their own aspirations and strengths when competing in the work environment.

Students selecting Accounting and Economics can develop their knowledge and skills in accountancy and economics. In addition, to studying core accounting and finance modules they will study economics in the broader context of the business environment. A major emphasis of the course is the development of knowledge and skills in advanced data analysis techniques through statistics, econometrics and decision science modules.

Students, on all courses, can also choose to take an optional year on a business placement.

The main aims of the Accounting suite are to:

1. provide a high-quality education at degree level based on the teaching and research strengths of well-established and successful teams in the fields of accounting, finance and economics;

2. provide students with the opportunity to master the core subject knowledge in the study of accounting in the broader context of a business environment;

3. support students in using industry-recognised accounting and finance skills including association with professional accountancy bodies, the attainment of professional qualifications and the development of life-long learning;

4. encourage students to become professionally and ethically responsible in a strategic business environment;

5. provide a learning experience in the key areas of accounting and finance relevant to the performance of organisations in modern times.

**12. Intended Learning Outcomes**

###### The learning outcomes for this course reflect the QAA subject benchmark statements for Accounting (2019), Finance (2019) and Economics (2019) and the Framework for Higher Education Qualifications (FHEQ) (2008), and the requirements of the professional accountancy bodies.

The intended learning outcomes of the courses also reflect the mission and vision of the University of Huddersfield and Huddersfield Business School. They provide opportunities for students to develop and demonstrate knowledge and understanding, as well as cognitive and generic skills, including transferrable and professional/practice skills in the following areas. Three letters denote different levels of learning according to FHEQ. F: Foundation, I: Intermediate, H: Honours. The learning outcomes apply at the levels specified below and will be developed as the student progresses through their studies.

On completion of all named courses, students will be able to:

**Knowledge and Understanding Outcomes**

**K1 1 1** Develop and demonstrate awareness and knowledge ofsubject specific theory in the field of accounting, through the use of accounting, financial, legal and business concepts and methods (F/I/H)

**K2 2 2** Develop and demonstrate an understandingof concepts and theories around accounting and finance in the contexts in which these techniques and methods are relevant (F/I/H)

**K3 3 3** Demonstrate, develop and apply subject knowledge within the practice area of accounting and finance (F/I/H)

**K4 4 4** Develop and demonstrate skills in recording, summarising transactions and other economic events and an awareness of the context in which accounting data and information is provided (F/I/H)

**K5 5 5** Demonstrate a well-informed and critical understanding of ethical concepts and issues; awareness of the importance of business responsibility, sustainability and ethics in accounting, and in a variety of subject and issue areas (H)

The knowledge and understanding outcomes K1-K5 address all courses through first year modules and suite cores in the second and final years. In addition, knowledge and understanding outcomes K6-K10 indicate the distinctive knowledge orientation on the named routes within the suite through delivery of course core modules and options.

**BSc (Hons) Accounting and Finance**

**K6** **6** Demonstrate an understanding of information technology and the management of accounting and finance in a digital world. (I)

**BSc (Hons) Accounting and Economics**

 **K7** **6** Demonstrate a knowledge of and have developed a critical understanding of quantitative methods and computing techniques and show an appreciation of the contexts in which these techniques and methods are relevant. (F/I/H)

 **K8** **7** Demonstrate a knowledge of and have developed a critical understanding of economic modelling approaches and be competent in their use. (I/H)

**Intellectual Ability Outcomes**

The intellectual ability outcomes A9-A10 cover all courses.

**A9** 7 8 Identify the users of financial information, from within and without organisations, and prepare financial statements and other reports suitable for presentation using contemporary information technology, Bloomberg and other sources. (F/I/H)

**A10** 8 9 Critically analyse and evaluate academic literature, evidence, arguments and assumptions; in order to reach sound judgements and communicate effectively appropriate and effective proposed courses of action. (H)

**Professional / Practical Skills**

Outcomes P11-P13 covers all courses in first year modules and suit cores in second and final

years. In addition, outcomes P14-P16 indicate distinctive abilities on the named courses

through the delivery of course core modules and options.

**P11** 9 10 Interpret, analyse and evaluate the appropriateness of different sources of information and financial data and different approaches to solving problems. (F/I/H)

**P12 10 11** Identify and propose solutions in accordance with principles of ethics, sustainability and responsibility in the management, application and implementation of accounting and finance (F/I/H)

**P13 11 12** Use principles of ethics, sustainability and responsibility to inform professional practice in accounting and finance (F/I/H)

**BSc (Hons) Accounting and Finance**

**P14 12** Ability to access, prepare, process and present information using information technology and standard software packages. (F/I)

**BSc (Hons) Accounting and Economics**

**P15 13** Ability to apply economic methods of analysis using financial, statistical and

 econometric tools (F/I/H)

**P16 14** Ability to manipulate and interrogate quantitative data in a business context (I/H)

**Transferable and Key Skills**

Students will be expected to develop/and or demonstrate the following transferrable skills and attributes.

**T17** 13 15 Communicate effectively, including presenting quantitative and qualitative information both orally and in writing, in a form appropriate to the intended audience. (F/I/H)

**T18** 14 16 Independent and self-managed learning to meet given objectives and deadlines. (F/I/H)

**T19** 15 17 Take responsibility for, and reflect upon, one’s own learning abilities and personal development. (F/I/H)

**T20** 16 18 Be able to work with others towards identifiable targets. (F/H)

**T21** 17 19 Identify, collect and work with information provided in numerical or statistical form. (F/I/H)

Appendix 1 maps course level ILOs against modules.

Appendix 2 maps course level ILOs against subject benchmarks.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards**

**13.1** The Course is designed as a three-year full-time or four-year sandwich course.

**13.2** The course is designed with exit qualifications as follows:

|  |  |  |
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| **Title of Award** | **Usual Duration of FT Study** | **Academic Credits** |
| Certificate of Higher Education (CertHE) Accounting and Finance/ Accounting and Economics | 1 Year | 120F |
| Diploma of Higher Education (DipHE) Accounting and Finance/Accounting and Economics | 2 Years | 120F120I |
| BSc\* Accounting and FinanceAccounting and Economics | 3 Years  | 120F120I60H  |
| BSc (Hons)\* Accounting and FinanceAccounting and Economics | 3 Years  | 120F120I120H  |

\*BSc and BSc Hons awards are available in the sandwich mode for students who successfully complete an additional 120S level credits.

**BSc Accounting and Finance**

**This course is a progression course from ISC – International Foundation Year**

**Year 1** has been designed to provide a foundation in Accounting and Finance.

**Year 2** builds on the knowledge and skills developed in the introductory modules in year 1 and provides the opportunity for the selection of optional modules to allow students to follow their career aspirations or areas of interest.

**The placement year** gives students an opportunity to integrate their learning experiences in the first two years and apply them in a real-world environment.

**The Final Year** builds on the previous two years of study and looks at the advanced aspects of accounting and finance. Options available allow students to follow and develop areas of specific interest, including the selection of modules that could provide additional exemptions from the professional accountancy bodies.

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| **Year 1 Foundation Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BFE0016Economics for Business20 Credits | BFA0034 Quantitative Analysis20 Credits | BFA0081 Foundations of Financial Accounting20 Credits | BFA0082 Foundations of Management Accounting20 Credits | BFA0083 Foundations of Finance20 Credits | BFL0081 Business Law20 Credits |
| **Year 2 Intermediate Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BIA0074Financial Management20 credits | BIA0083 Financial Technology and Control Environment20 credits | BIA0081 Financial Reporting20 credits | BIA0082 AppliedManagement Accounting20 credits | 1x Optional Module  | 1x Optional Module |
| **Optional Placement year (BSS0001 Placement Module OR BSS0002 Enterprise Placement)** |
| **Final year Honours Level** |
| **Term 1** | **Year Long**  | **Term 2**  |
| BHA0020Corporate Finance20 credits | 1 x Optional Module  | BHA0005 Advanced Corporate Reporting | BHA0032 Performance Management20 Credits | BHA0010 Issues in Accounting and Finance20 credits | 1 x Optional Module  |

**Year 2 Intermediate Level**

**Term 2 Optional Modules:**

BIE0015 Banking with Financial Markets 20 Credits

BIA0037 Management Science Applications 20 Credits

BIS0018 International Business 20 Credits

BIE0012 Economic History 20 Credits

BIE0013 Applied Business Economics 20 Credits

**Optional Year 3 - Core**

BSS0001 Placement 120 Credits

BSS0002 Enterprise placement 120 Credits

**Final year Honours Level**

**Term 1 Optional Modules:**

BHE0007 Monetary and Financial Framework 20 Credits

BHA0028 Climate Economics and Finance 20 Credits

BHA0031 Principles of Taxation 20 Credits

**Term 2 Optional Modules:**

BHA0030 Principles of Audit 20 Credits

BHS0038 Strategy and Business Transformation 20 Credits

BHA0033 Investment, Portfolio and Risk Management 20 Credits

BHA0036 Global Financial Management 20 Credits

**BSc Accounting and Economics**

**This course is a progression course from ISC – International Foundation Year**

**Year 1** has been designed, to provide a foundation to key core subject areas in accounting, and economics.

**Year 2** builds on the knowledge and skills developed in the introductory modules in year 1. The main focus of the year 2 core modules is to develop skills to apply the core knowledge to real-world settings in accounting and economics.

**The placement year** gives students an opportunity to integrate their learning experiences in the first two years and apply them in a real-world environment

# Final year

The final year courses build on the knowledge and skills developed in the previous years of study and look at the more advanced aspects of accounting, finance and economics. There are five core taught modules; including two economics modules. Students can select from one of the two contemporary optional modules.

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| **Year 1 Foundation Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BFE0020 Introduction to Micro-Economics20 Credits | BFE0022 Statistics for Social Science20 Credits | BFA0081 Foundations of Financial Accounting20 Credits | BFA0082 Foundations of Management Accounting20 Credits | BFA0083 Foundations of Finance20 Credits | BFE0019 Introduction to Macro-Economics20 Credits |
| **Year 2 Intermediate Level** |
| **Term 1** | **Year Long** | **Term 2** |
| BIA0074Financial Management20 credits | BIE0008IntermediateMicro-Economics20 credits | BIE0014 Econometrics20 credits | BIA0081Financial Reporting20 credits |  BIA0082AppliedManagement Accounting20 credits | BIE0011IntermediateMacro-Economics20 credits  |
| **Optional Placement year (BSS0001 Placement Module OR BSS0002 Enterprise Placement)** |
| **Final year Honours Level** |
| **Term 1** | **Year Long**  | **Term 2** |
| BHA0020CorporateFinance20 credits | 1x Optional Module | BHA0005 Advanced Corporate Reporting20 credits | BHE0013 Applied Econometrics20 credits | BHE0014 Decision Science20 credits | BHA0010 Issues in Accounting and Finance20 credits |

All year 1 and 2 modules are core.

**Final year Honours Level**

**Term 1 Optional Modules:**

BHE0007 Monetary and Financial Framework 20 Credits

BHA0028 Climate Economics and Finance 20 Credits

**13.3 Attendance**

All students are expected to attend all timetabled teaching sessions and to be available during all term time weeks in line with the University’s Attendance Monitoring Policy.

**14. Teaching, Learning and Assessment**

**14.1** Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression in the accountancy profession. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

**14.2** A two-week induction programme will be held at the beginning of the course to orientate the students towards studying independently in an HE context.

**14.3** Students will be exposed to a range of teaching and learning and assessment approaches, combined in ways thought to be most appropriate by the subject specialists delivering the modules to achieve the outcomes specified in Section 12. These will include, for example, lectures, seminars, tutorials, workshops, computer aided learning packages, case study analysis, directed study and use of Bloomberg in the Trading room. Use will be made of the University’s Virtual Learning Environment (VLE), podcasts and other e-learning methods where appropriate. Students will have the opportunity to develop and enhance their IT skills including Excel.

**14.4** Formative assessment will be provided in all modules, as appropriate to the subject matter, to allow students to gain tutor feedback on their work before formal summative assessment takes place.

**14.5** Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment methods may include: seen and unseen examinations, In-Class tests, MCQs, portfolio exercises, Individual assignments, reports, verbal presentations, group projects, computer-based assessment, and case studies. The nature of the assessment varies from module to module, and mirrors the modes of communication expected of professionals in this field e.g. report writing, presentations, and case studies and use of digital technologies. Details of module assessment are provided in the module specification documents available on the School’s Module Guide on the University’s Intranet site. <http://halo.hud.ac.uk/moduleguides/>

Appendix 3 maps assessment activities against modules.

**14.6** Personal Development Planning (PDP) is integrated into the course and students will also be enrolled on the University wide Chartered Management Institute (CMI) Level 5 Global Professional Award. Learning Innovation and Development components are embedded in core modules within the course with additional support from the Academic Librarian. Full use is made of the University’s Careers and Employment Services to support students’ career related development. The PDP process will be supported via the personal tutor system. To record and audit PDP, students will be encouraged to develop a portfolio.

Appendix 4 maps PDP activities against modules

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University level support**

The University of Huddersfield provides a range of central facilities to support students and course tutors refer students as appropriate.The main facilities are as follows:

The Library (library and computing facilities) provides induction and ongoing support for all students.

<https://library.hud.ac.uk/>

Student Services provides specialist advice in the areas of careers advice, pastoral care and chaplaincy, day care nursery, counselling, accommodation and welfare, financial support, disability support, a shop for part-time work, sports facilities etc.

<http://www.hud.ac.uk/wellbeing-disability-services/disabilityservices/>

<http://www.hud.ac.uk/wellbeing-disability-services/wellbeing//>

<https://students.hud.ac.uk/help/faith/>

<https://www.hud.ac.uk/uni-life/accommodation/>

<http://students.hud.ac.uk/careers>

The International Office provides help and support for all overseas students.

<https://www.hud.ac.uk/international/>

**15.3 School level support**

This course is run from Huddersfield Business School which has a dedicated Learning Innovation and Development Centre. The Learning Innovation and Development Centre (LIDC) provides students with support in understanding and using information and resources around their course and modules. The LIDC supports students’ understanding, helping them to follow assignment briefs and manage time & processes to produce work efficiently and effectively. In addition to this the LIDC also supports students in their oral presentations and writing, using academic business English in a professional manner. In addition, the LIDC team may also refer students for specialist support and assessment e.g. for dyslexia.

In line with the Equality Act 2010 the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.

A peer mentoring scheme operates in the Business School. Students will participate in the Department’s Peer Assisted Learning Scheme (PALs) as a mentee in year 1 and have the opportunity to act as a mentor PAL in year 2. The PALs are recruited on an annual basis and receive training and support from the PAL co-ordinator.

In addition to the peer mentoring scheme the Business School operates a Personal Academic Tutor System (PATS) which gives all students timetabled hours with their personal tutor. This system is designed to give students’ academic and pastoral support.

**15.4 Course level support**

All students have a personal tutor for pastoral and academic support. The course leader and year tutors are also available for academic support, as are module tutors and module leaders. All members of staff have clearly advertised office hours when students are encouraged to seek any help they need.

There is a two week ‘Flying Start’ Induction programme which introduces staff and services within the University including the Learning Innovation and Development team.

In addition to the Huddersfield Business School’s dedicated Business Placement Unit, students are supported by the Department’s Placement Champion, who support students in placement activity. Students who secure a placement are allocated a placement supervisor.

Details of academic and personal support within the School and University are listed in the Student handbook.

**16. Criteria for Admission**

**16.1** The University’s policy for Admissions is outlined in Section D of the regulations of Awards Handbook <https://www.hud.ac.uk/policies/registry/awards-taught/section-d/>

The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities.  We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University.  We encourage local, national and international applications.  Further information for International Students can be found on: <http://www.hud.ac.uk/international>

             If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

 Mature students are considered on an individual basis.

Overseas applicants will be required to demonstrate proficiency in English prescribed by the standard University requirements.

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link:  <https://www.hud.ac.uk/policies/registry/awards-taught/section-c/>

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** Quality assurance procedures at University level include:

* external examiner system
* annual evaluation system

**17.2** Quality assurance procedures at School level include:

* course and module evaluation,
* questionnaires,
* regular student panels
* student representation on committees

**17.3** Full details of the methods for evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at <https://www.hud.ac.uk/policies/registry/qa-procedures/>

**17.4** The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses which can be found on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/qa-procedures/>

**17.5** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system.

**17.6** Within the School students are represented at committee level from Student Panels to the School Board. The School also has a Student Council. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.7** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the ‘Regulations for Awards’ on the Registry website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

and the ‘Regulation for Taught Students’ on the Registry website as follows:

<http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>

**18.2** Professional body exemptions are normally only available if subjects are passed with an overall mark of 40%. ICAEW requires a minimum pass mark of 50%.Transcript of results are normally required before exemptions awarded.

In addition, modules contributing to exemption will normally:

* have a minimum examination length of 2 or 3 hours (depending on level)
* have a minimum exam weighting of 50%
* not have been condoned.

 Full details of exemption requirements for each professional body and how to apply for

 exemptions are found on the VLE.

**19. Indicators of Quality and Standards**

Full details of the methods of evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses Handbook:

<https://www.hud.ac.uk/policies/registry/qa-procedures/>

Further information about the University of Huddersfield can be found on the website: [www.hud.ac.uk](http://www.hud.ac.uk)

**19.1** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook.

**APPENDICES**

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| **Appendix 1** | Mapping of course learning outcomes to modules |
| **Appendix 2** | Mapping of QAA Subject benchmark statements to course learning outcomes  |
| **Appendix 3** | PDP Mapping  |
| **Appendix 4** | Assessment Schedule  |
| **Appendix 5** | CAB Model |

**Appendix 1:** Mapping of Course Learning outcomes to Modules

**BSc Accounting and Finance**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module/outcome** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **A9** | **A10** | **P11** | **P12** | **P13** | **P14** | **T17** | **T18** | **T19** | **T20** | **T21** |
| **Year 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BFA0081 | X |  | X | X |  |  | X |  |  |  |  |  |  | X |  |  | X |
| BFA0082 | X |  | X | X |  |  | X |  |  | X |  |  |  | X |  |  | X |
| BFA0083 | X | X | X |  |  |  | X |  | X |  | X | X | X | X | X | X | X |
| BFA0034 |  | X |  |  |  |  |  |  | X |  |  |  |  | X |  |  | X |
| BFE0016 | X |  |  |  |  |  |  |  | X |  |  |  |  | X |  |  | X |
| BFL0081 | X |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BIA0081 | X | X | X |  |  |  | X |  | X | X |  |  |  | X |  |  | X |
| BIA0082 | X | X | X |  |  | X |  |  | X | X |  |  |  | X |  |  | X |
| BIA0074  | X | X | X |  |  |  |  |  | X |  | X |  | X | X | X |  | X |
| BIA0083 |  | X |  | X |  | X | X |  |  |  |  | X |  | X |  |  | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final year** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BHA0005 | X | X | X | X | X |  | X |  |  | X | X |  | X | X | X | X | X |
| BHA0010 |  | X |  |  | X |  |  |  |  | X | X |  | X | X | X |  | X |
| BHA0020  | X |  | X | X | X |  |  | X | X |  |  |  |  | X |  |  | X |
| BHA0032 | X | X | X |  |  |  |  | X |  |  |  |  |  |  |  |  | X |

**BSc Accounting and Economics**

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| **Module/outcome** | **K1** | **K2** | **K3** | **K4** | **K5** | **K7** | **K8** | **A9** | **A10** | **P11** | **P12** | **P13** | **P15** | **P16** | **T17** | **T18** | **T19** | **T20** | **T21** |
| **Year 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BFA0081 | X |  | X | X |  |  |  | X |  |  |  |  |  |  |  | X |  |  | X |
| BFA0082 | X |  | X | X |  |  |  | X |  |  | X |  |  |  |  | X |  |  | X |
| BFA0083 | X | X | X |  |  |  |  | X |  | X |  | X |  |  | X | X | X | X | X |
| BFE0019 | X | X | X |  |  |  |  |  |  | X |  |  | X |  |  | X |  |  | X |
| BFE0020 | X | X | X |  |  |  |  |  |  | X |  |  | X |  |  | X |  |  | X |
| BFE0022 |  | X |  | X |  | X | X |  |  | X |  |  | X |  |  | X |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BIA0081 | X | X | X |  |  |  |  | X |  | X | X |  |  |  |  | X |  |  | X |
| BIA0082 | X | X | X |  |  |  |  |  |  | X | X |  |  |  |  | X |  |  | X |
| BIA0074  | X | X | X |  |  |  |  |  |  |  |  | X |  |  | X | X | X |  | X |
| BIE0011 | X | X | X |  |  |  |  |  |  | X |  |  | X |  |  | X |  |  | X |
| BIE0008 | X | X | X |  |  |  |  |  |  | X |  |  | X |  |  | X |  |  | X |
| BIE0014 |  | X |  | X |  | X | X | X |  |  |  |  | X | X | X | X |  |  | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Final year** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  BHA0005 | X | X | X | X | X |  |  | X |  |  | X | X |  |  | X | X | X | X | X |
|  BHA0010 | X | X |  |  | X |  |  |  |  |  | X | X |  |  | X | X | X |  | X |
| BHA0020 | X |  | X | X | X |  |  |  | X | X |  |  |  |  |  | X |  |  | X |
| BHE0013 |  |  |  | X |  | X | X |  |  |  |  |  | X | X |  | X |  |  | X |
| BHE0014 |  |  |  |  |  | X | X |  |  |  |  |  | X | X |  | X |  |  | X |

**Appendix 2: Mapping of QAA Subject benchmark statements to course learning outcomes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **QAA Benchmark Statements** | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **A9** | **A10** | **P11** | **P12** | **P13** | **P14** | **P15** | **P16** | **T17** | **T18** | **T19** | **T20** | **T21** |
| **Knowledge and understanding (Accounting)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Knowledge of the contexts in which accounting can be seen as operating and why accounting is valuable in these context | √ | √ | √ |  | √ |  |  |  | √ |  |  | √ | √ |  |  |  | √ |  |  |  | √ |
| Knowledge of the main current technical language and practice of accounting | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| Knowledge of possible alternative technical languages and practices of accounting | √ |  | √ |  |  |  |  |  |  | √ |  | √ | √ |  |  |  |  |  |  |  |  |
| Skills in recordingand summarising transactions and other economic events; preparation of financial statements etc. and an awareness of the contexts in which accounting data and information is processed |  |  |  | √ |  | √ |  |  |  | √ |  |  |  | √ |  |  |  |  |  |  | √ |
| Knowledge of contemporary theories and empirical evidence concerning the operation and effects of accounting  | √ | √ | √ |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |
| An awareness of issues of financial management, risk and operation of capital markets | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **K1** | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **A9** | **A10** | **P11** | **P12** | **P13** | **P14** | **P15** | **P16** | **T17** | **T18** | **T19** | **T20** | **T21** |
| **Knowledge and understanding (Finance)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| An appreciation of the nature and contexts in which finance can be seen as operating | √ | √ | √ |  | √ |  |  |  | √ |  |  | √ | √ |  |  |  |  |  |  |  |  |
| Knowledge of the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems | √ | √ | √ |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |
| An understanding of the relationship between financial theory and empirical testing and application of this knowledge | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| An ability to interpret and analyse financial data |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| An understanding of financing arrangements and governance mechanisms and structures of business entities | √ | √ | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Knowledge and understanding (Economics)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Economic concepts, principles and tools, the understanding of which might be verbal, graphical or mathematical | √ |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Economic policy at both the microeconomic and macroeconomic levels | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Relevant quantitative methods and computing techniques. These include appropriate mathematical and statistical methods, including econometrics |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  | √ | √ |  |  |  |  |  |
| The nature, sources and uses of both quantitative and qualitative economic data and an ability to select and apply appropriate methods that economists might use to analyse such data |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The applications of economics principles and reasoning to a variety of applied topics |  | √ |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |
| **Cognitive abilities and generic skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical evaluation of arguments and evidence |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |
| Independent and self-managed learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| Analysis, filtering and evaluation of data and drawing reasoned conclusions |  |  |  |  |  |  |  |  |  |  | √ |  |  | √ |  |  |  |  |  |  |  |
| Location, extraction and analysis of data from multiple sources, including acknowledging and referencing sources  |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |  | √ |  |  | √ |
| Numeracy, including the processing and analysis of financial and other numerical data |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  | √ |
| Use of contemporary information and communication technology |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |  |  |  |  |  |
| Communication of quantitative and qualitative information; oral as well as written and in form appropriate for intended audience |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  | √ | √ |  |  |  |
| Working with others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  |

**Appendix 3:** **PDP Mapping**

Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001) PDP enables the student to develop and awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP also provides a medium for creating an effective CV. These materials are then used in preparing for job applications and/or supporting continuous professional development PDP is introduced to students at the commencement of the course and is supported through the personal tutor system. Learning opportunities are identified throughout the course. PDP is primarily supported through:

|  |
| --- |
| **YEAR 1** |
| **Aspects of PDP** | **Process** | **Evidence** |
| Personal reflection | Personal tutor meetings, Global Professional Award (GPA) and BFA0083 Foundations of FinanceStudents will reflect on how they have applied and developed skills, knowledge and behaviours that support academic and personal development.  | Time for reflection in class. Reflections form part of individual e-portfolio |
|  |  |  |
| Career planning | Personal tutor meetings, GPA and BFA0083 Foundations of Finance includes exercises in CV writing, careers situational tests, and work placement/employability talks | Individual e-portfolio |
| Developing independence/confidence | Personal tutor meetings, all modules and Peer Assisted Learning sessions (PALS). This takes place in all modules during tutorials with students learning to work independently on topics and developing their confidence in class. Students contribute to the PALS big debate.  | Individual e-portfolio and in-class contributions |
| Communicate effectively, both orally and in writing | Personal tutor meetings, BFA0083 Foundations of Finance and GPA. BFA0083 students undertake presentation and report writing exercises and assessments | Individual e-portfolio and group presentations |
| Ability to work with others towards identifiable targets | BFA0083 Foundations of Finance group work for presentation | Group presentation |
| To work effectively to given objectives and deadlines | Personal Tutor meetings All modules |  |
| To be able to access, prepare, process and present information using information technology and standard software packages | BFA0083  | Individual e-portfolio |
| Identify, collect and work with information provided in numerical or statistical form | BFA0081 Foundations of Financial Accounting, BFA0082 Foundations of Management Accounting, BFA0083 Foundations of Finance; BFA0034Quantitative Analysis; BFE0022 Statistics for Social Science | Assessments and in class exercises |

|  |
| --- |
| **YEAR 2** |
| **Aspects of PDP** | **Delivery/Process** |  |
| Personal reflection | Personal tutor meetings, GPA and BIA0074 Financial Management.Students undertake four employability exercises in BIA0074 and have an opportunity to reflect on them afterwards, this builds towards a final video reflection | Reflection in class after exercises.Video reflection assessed in BIA0074 Financial Management |
| Career planning | Personal tutor meetings and BIA0074 Financial ManagementThe Placement unit is embedded in BIA0074 Financial Management including delivery of several lectures.Employability exercises relate to career planning for placements, and graduate roles for those not wanting a placement.Personal tutors discuss careers and importance of placements at PAT meetings | Assessed employability exercises in BIA0074 Financial Management |
| Developing independence/confidence | Personal tutor meetings and all modulesThis takes place in all modules during tutorials with students learning to work independently on topics and developing their confidence in class. In addition, the role play exercise in BIA0074 is designed to develop confidence | Role play is part of assessed employability exercises in BIA0074 Financial Management |
| Communicate effectively, both orally and in writing | Personal tutor meetings and BIA0074 Financial ManagementIn BIA0074 Financial Management students have to complete written application forms and discuss them in class. They also develop verbal skills in the role play and have to submit a video presentation | Video assessment in BIA0074 Financial Management |
| Ability to work with others towards identifiable targets |  Personal tutor meetings and GPAThe Role play in BIA0074 Financial Management requires the students to operate as a Board of directors and to reach a successful conclusion to their discussion | Role play is part of assessed employability exercises in BIA0074 Financial Management |
| To work effectively to given objectives and deadlines | Personal Tutor meetings, all modules and GPAStudents are set work weekly and are expected to attend classes having completed the work. They also have assessment deadlines. Help and support is given about how to do this at PAT meetings and in class | Students successfully complete work by set deadlines |
| To be able to access, prepare, process and present information using information technology and standard software packages | BIA0083 Financial Technology and Control; BIE0010 (A&E)Students will use information technology and standard software packages in class | Assessment in BIA0083 Financial Technology and ControlVideo in BIA0074 Financial Management |

|  |
| --- |
| **Final year** |
| **Aspects of PDP** | **Delivery/Process** |  |
| Personal reflection | Personal tutor meetings, GPA and BHA0035 Accounting Regulation and Governance. Activities for students to reflect on and include in e-portfolio. | Individual e-portfolio |
| Career planning | Personal tutor meetings, GPA andBHA0010 Issues in Accounting and Finance. Guest speakers, professional bodies and Careers Service integrated into lectures | Individual e-portfolio |
| Developing independence/confidence | Personal tutor meetings and all modules | Class discussions and activities |
| Communicate effectively, both orally and in writing | Personal tutor meetings, BHA0010 and BHA0032 | Group presentation and assignment |
| Ability to work with others towards identifiable targets | Personal tutor meetings and BHA0010 |  |
| To work effectively to given objectives and deadlines | All modules and GPA | Assessments |
| To be able to access, prepare, process and present information using information technology and standard software packages |  BHA0032 | Assessments Group video presentation, group and individual assignment |

**Appendix 4: Assessment Mapping – Core modules** (Final assessment shown in bold)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Exam** | **In Class Test** | **Individual Assignment** | **Group Assignment** | **Presentation** | **Other** |
| **Year 1** |  |  |  |  |  |  |
| BFA0081AF/AE | 2 hour (70%)(week 42) | 45 minute (30%)(week 34) |  |  |  |  |
| BFA0082AF/AE | 2 hour (70%)(week 42) | 45 minute (30%)(week 25) |  |  |  |  |
| BFA0083AF/AE |  |  |  |  |  | Individual e-portfolio (100%)(week 37) |
| BFA0034AF | 1 hour and 15 minutes hour (70%)(week 25) | 45 minutes (30%)(week 15) |  |  |  |  |
| BFE0016AF |  | 1 hour (50% each) (weeks 15)  |  |  | 50% 10 Minutes (Week 21) |  |
| BFL0081AF | 3 hour (100%)(week 42) |  |  |  |  |  |
| BFE0019AE | 60 minutes (50%)(week 42) | 60 minute (50%)(week 31) |  |  |  |  |
| BFE0020AE | 60 minutes (50%)(week 25) | 60 minute (50%)(week 15) |  |  |  |  |
| BFE0022AE |  |  | 2000 word (100%)(week 21) |  |  |  |
| **Year 2** | **Not running until September 2022** |
| BIA0081 | 3 hour (70%)(week 42) | 45 minute (30%)(week 25) |  |  |  |  |
| BIA0082 | 3 hour (70%)(week 42) | 45 minute (30%)(week 25) |  |  |  |  |
| BIA0074 | **3 hour (70%)****(week 42)** |  |  |  | 5 minute individual video presentation (30%) (week 35) |  |
| BIA0083 | **2 hour (60%)****(week 42)** |  |  |  |  | 1 hour Excel exercise (40%) (week 21) |
| BIE0011 |  | 1 x 60 minutes **(week 21) (40%)****1 x 90 minutes** **(week 40)** (60%) |  |  |  |  |
| BIE0008 |  | 1 x 60 minutes(week 21) **(40%)****1 x 90 minutes** **(week 40)** (60%) |  |  |  |  |
| BIE0014 |  | 60 minutes (50%)(week 25) | **Econometrics Project 1500 words (50%) (week 41)** |  |  |  |
| **Final Year** | **Not running until 2023** |
|  BHA0005 | **3 hour exam (70%)** | 45 min ICT (30%) |   |  |  |  |
|  BHA0010 |  |  |  | **20 minute group poster including individual CVs (100%)** |  |  |
| BHA0020 | **3 hour (70%)****(week 42)** | 45 minute (30%)(week 25) |  |  |  |  |
| BHE0013 |  | 60 minute (40%)(week 25) |  |  | **20 minute group presentation (60%)****(week 39/40)** |  |
| BHE0014 | **90 minute (50%)****(week 42)** |  | 1500 words (50%)(week 30) |  |  |  |
| BHA0032 | **2 hour exam** |  |  | 10 min group presentation |  |  |

**Assessment week numbers are subject to change to fit academic calendar**

**Assessment Mapping – Optional modules**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module Code** | **Exam** | **In Class Test** | **Individual Assignment** | **Group Assignment** | **Presentation** | **Other** |
| **Year 2** | **Not running until 2022** |
| BIE0015 |  | 1 x 60 minutes (week 25)**1 x 90 minutes** (week 42)(50% each) |  |  |  |  |
| BIA0037 | **90 minutes (60%)****(week 42)** | 1 hour (40%)(week 25) |  |  |  |  |
| BIS0018 | **2 hour (50%)****(week 41)** |  | 2000 words (50%)(week 20) |  |  |  |
| BIO0261 |  |  | 2500 words (60%)(week 22) |  | **10 minute group video pitch (40%)****(week 39)** |  |
| BIE0012 |  |  | 2500 words (100%)(week 21) |  |  |  |
| BIE0013 | **90 minutes (60%)****(week 42)** |  |  |  | 10 minute group video presentation (40%) (week 21) |  |
| Final Year | **Not running until 2023** |
|  |  |  |  |  |  |  |
| BHA0030 | **3 hour (70%)****(week 42)** |  |  |  |  | 1 hour(1000 words) on line case study (30%) (week 19) |
| BHS0038 | **2 hour (50%)****(week 42)** |  | 2000 words (50%)(week 20) |  |  |  |
| BHA0031 | **3 hour (70%)****(week 42)** | 45 minutes (30%)(week 25) |  |  |  |  |
| BHA0033 |  | 90 minutes (50%)(week 25) |  |  | **15 minute group presentation (50%) (week 39)** |  |
| BHA0036 |  | **2 hour (50%)****(week 40)** |  |  | 10 minutes group presentation (50%)(week 20) |  |
| BHA0029 |  | 1 hour (40%)(week 20) | **2000 words (60%)****(week 41)** |  |  |  |
| BHA0028 | **2 hour (70%)****(week 42)** |  | 1000 words (30%)(week 20) |  |  |  |
| BHE0007 | 180 minutes (100%) **(week 42)** |  |  |  |  |  |

**Appendix 5: CAB Model**

**BSc Accounting and Finance**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**BSc Accounting and Economics**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**Placement year**

Award of Sandwich credits September CAB, following 46 week placement.