

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Management |
| Final award(s), title(s) and credits MAccFin (Hons) Accounting & Finance Sandwich – 120 Level 4 credits (60 ECTS credits), 120 Level 5 credits (60 ECTS credits), 120 Level 6 credits (60 ECTS credits), and 120 Level 7 credits (60 ECTS credits) and successful completion of a 30 week placement following Level 5. MAccFin (Hons) Accounting & Finance Full Time – 120 Level 4 credits (60 ECTS credits), 120 Level 5 credits (60 ECTS credits), 120 Level 6 credits (60 ECTS credits), and 120 Level 7 credits (60 ECTS credits) | |
| Intermediate award(s), title(s) and credits PGCert Finance requires 60 Credits at Level 7 PGDip Finance requires 120 Credits at Level 7 BA (Hons) Accounting Sandwich - 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits and successful completion of a placement year BA (Hons) Accounting Full Time - 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits DipHE Accounting & Finance – 120 Level 4 credits and 120 Level 5 credits Cert HE Accounting & Finance– 120 Level 4 credits | |
| UCAS Programme Codes (tbc) N420 A&F | HECoS (Higher Education Classification of Subjects) Codes 100105 (major) 100107 (minor) |
| External reference points <ul style="list-style-type: none"> • Alignment with the QAA UK Quality Code for Higher Education, 2018 including: <ul style="list-style-type: none"> ○ Accounting Benchmark (February 2016) ○ Finance Benchmark (February 2016) • Principles for Responsible Management Education (PRME) • UN Sustainable Development Goals (UNSDG) • World Economic Forum • Chartered Financial Analyst (CFA) Curriculum | |
| Professional, Statutory and Regulatory Body (PSRB) links Association to Advance Collegiate Schools of Business (AACSB) Association for Chartered Certified Accountants (ACCA) Chartered Institute of Management Accountants (CIMA) Institute of Chartered Accountants in England and Wales (ICAEW) | |
| Places of delivery Bournemouth University | |
| Mode(s) of delivery Full-Time Sandwich Full-Time | Language of delivery English |
| Typical duration 4 Years (Full-Time Sandwich) 3 Years (Full-Time) | |

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| Date of first intake September 2020 | Expected start dates September |
| Maximum student numbers Not applicable | Placements <u>Full-Time Sandwich</u> <ul style="list-style-type: none"> • Compulsory 30-week (minimum) Placement in Year 3 (Level P); • Placement must be full-time, in a position of meaningful responsibility and formally approved by BU; • Placement must normally comprise no more than two separate internships; • Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures; • Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme. <u>Full-Time</u> <ul style="list-style-type: none"> • Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub. |
| Partner(s) Not Applicable. | Partnership model Not applicable |
| Date of this Programme Specification April 2020 | |
| Version number v2.3-0920 | |
| Approval, review or modification reference numbers E20181931, approved 23/09/2019 FM1920 06, approved 22/11/2019, previously v2.0 FM1920 13, approved 04/03/2020, previously v2.1. EC1920 38, approved 25/03/2020 FM 1920 17, approved 20/04/2020 and EC1920 42 approved 23/04/2020&30/04/2020, previously v2.2 | |
| Author Suranjita Mukherjee Programme Leader – Accounting and Finance | |

PROGRAMME STRUCTURE

| Programme Award and Title: MAccFin (Hons) Accounting and Finance | | | | | | | | |
|--|---------------|----------------|-------------------------------|-------|-------|---------------------------------|------------------|---|
| Year 1/Level 4 | | | | | | | | |
| Students are required to complete all 6 credit bearing core units | | | | | | | | |
| Unit Name | Core / Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Law for Accounting and Finance | Core | 20 | 70 | 30 | | 40 | 1.0 | 100482 |
| Economics for Accounting and Finance | Core | 20 | 70 | 30 | | 40 | 3.0 | 100451 |
| Introduction to Accounting | Core | 20 | 75 | 25 | | 40 | 3.0 | 100105 |
| Quantitative Analysis | Core | 20 | 60 | 40 | | 40 | 1.0 | 100406 |
| Introduction to Financial Markets | Core | 20 | 70 | 30 | | 40 | 1.0 | 100107 |
| Business Context | Core | 20 | 70 | 30 | | 30 | 1.0 | 100079 |
| <p>Progression requirements: To proceed to Level 5, students must normally achieve 120 Level 4 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> <p>Exit qualification: A Certificate in Higher Education (Cert HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4.</p> | | | | | | | | |

| Year 2/Level 5 | | | | | | | | |
|--|---------------|----------------|-------------------------------|-------|-------|---------------------------------|------------------|---|
| Students are required to complete 4 Core units and 2 Option units. Students must choose one option from Option Block A and 1 Option From Option Block B. | | | | | | | | |
| Unit Name | Core / Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Accounting Information Systems | Core | 20 | | 50 | 50 | 40 | 1.0 | 100754, 100755 |
| Management Accounting | Core | 20 | 70 | 30 | | 40 | 1.0 | 100104, 100836 |
| Financial Reporting | Core | 20 | 70 | 30 | | 40 | 1.0 | 100845 |
| Corporate Financial Management | Core | 20 | 70 | 30 | | 32 | 1.0 | 100832 |
| Option Block A: | | | | | | | | |
| Asset Valuation | Option | 20 | 70 | 30 | | 40 | 1.0 | 100107 |
| Business Tax Planning | Option | 20 | 70 | 30 | | 40 | 1.0 | 100831 |
| Option Block B: | | | | | | | | |
| Audit and Control | Option | 20 | 70 | 30 | | 40 | 1.0 | 100840 |
| Money Banking and Financial Services | Option | 20 | 60 | 40 | | 40 | 2.0 | 100107, 100449, 100827 |
| <p>Progression requirements: To proceed to Placement (Full-Time Sandwich) or Level 6 (Full-Time), students must normally achieve 120 Level 5 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> | | | | | | | | |

Exit qualification: A Diploma in Higher Education (Dip HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 5 and 120 credits at Level 4.

Year 3/Level P - Optional placement year in industry/business

An optional sandwich placement may be taken between levels 5 and 6. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

- Optional 30-week (minimum) Placement in Year 3 (Level P);
- Placement must be full-time, in a position of meaningful responsibility and formally approved by BU;
- Placement must normally comprise no more than two separate internships;
- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Progression requirements: Satisfactory completion of at least 30 weeks of an industry placement. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Year 3/Level 6

Students are required to complete 3 credit bearing core units and optional unit. One of the options must be selected from Option Block A

The non-credit bearing Personal and Professional Development Portfolio unit is not a requirement for the award of MAccFin (Hons) Accounting and Finance. A pass/fail mark will be awarded for this unit.

| Unit Name | Core / Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/minor load) |
|--|---------------|----------------|-------------------------------|------------|------------|---------------------------------|------------------|---|
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Personal and Professional Development Portfolio | Core | 0 | | Pass /Fail | Pass /Fail | 8 | 1.0 | |
| Advanced Accounting Theory and Practice | Core | 20 | 60 | 40 | | 40 | 3.0 | 100104, 100845 |
| Perspectives on Business Strategy | Core | 20 | 70 | 30 | | 40 | 3.0 | 100812 |
| Contemporary Issues in Accounting and Finance Research | Core | 20 | | 100 | | 30 | 1.0 | 100962, 100105, 100107 |
| Advanced Management Accounting (required for CIMA Exemption) | Option | 20 | 60 | 40 | | 40 | 3.0 | 100836 |
| Business Taxation | Option | 20 | 50 | 50 | | 40 | 1.0 | 100831 |
| Financial Regulation | Option | 20 | | 100 | | 35 | 3.0 | 100107 |
| Corporate Social Responsibility and Environmental Reporting | Option | 20 | 60 | 40 | | 40 | 1.0 | 100104, 101048 |
| International Taxation | Option | 20 | | 75 | 25 | 40 | 3.0 | 100831 |
| OPTION Block A: | | | | | | | | |
| Company Study | Option | 20 | | 50 | 50 | 30 | 3.0 | 100079 |
| Research Study | Option | 20 | | 100 | | 35 | 3.0 | 100962 |

Progression requirements: To proceed to Level 7 (Full-Time), students must normally achieve 120 Level 6 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.

Exit qualification: BA (Hons) Accounting and Finance

Sandwich Award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a 30 week placement

Full Time Award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

Level 7

Students are required to complete 4 core units and choose 2 optional units.

| Unit Name | Core/ Option | No of credits | Assessment Element Weightings | | | Expected contact hours per unit | Unit version no. | HECoS Code (plus balanced or major/minor load) |
|--------------------------------------|-----------------|------------------|----------------------------------|----------|----------|--|------------------------|---|
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Financial Markets | Core | 20 | 50 | 50 | | 40 | 1.0 | 101040 |
| Financial Econometrics | Core | 20 | 100 | | | 40 | 1.1 | 100604 |
| Money and Banking | Core | 20 | | 100 | | 40 | 1.0 | 100835 |
| Portfolio Construction and Theory | Core | 20 | 100 | | | 40 | 1.0 | 100828 |
| Derivatives | Option | 20 | 50 | 50 | | 40 | 1.0 | 101040 |
| Risk Management | Option | 20 | 50 | 50 | | 40 | 1.0 | 100827 |
| Big Data in Business and Finance | Option | 20 | | 100 | | 40 | 1.0 | 101040 |
| FinTech | Option | 20 | 100 | | | 40 | 1.0 | 101040 |

Exit qualification: MAccFin (Hons) Accounting and Finance

Sandwich Award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6, 120 credits at Level 7 and successful completion of a 30 week placement

Full Time Award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and 120 credits at Level 7

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed, agile and resourceful graduates, who:

- have the versatility and personal qualities to manage a range of business activities in a global context;
- are critically aware of the wider impact of business decisions on organisational stakeholders and society;
- are able to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment;
- have highly-developed interpersonal skills;
- are able to manage their own personal development and lifelong learning.

The MA (Hons) Accounting and Finance programme aims to provide students specialised knowledge in the area of accounting and finance, whilst ensuring that key professional, intellectual and interpersonal skills are part of the curriculum to ensure that students will be able to find professional employment in areas of accounting. With this in mind, this programme is specially designed to offer maximum exemptions from the accounting professional bodies through units at Level 4, and Level 5, whilst Level 6 is designed to develop academic and research skills whilst ensuring further advancement of specialist accounting and tax knowledge. Level 7 will provide specialised knowledge in Finance, which will help students achieve the skills and subject knowledge in both accounting and finance.

The programme has been developed according to the principles of 'deferred choice' and 'personalisation', to optimise opportunities for students to tailor their studies according to their personal preferences, academic strengths and future career aspirations. This flexibility in the programme will give students an optionality starting at Level 6, allowing them to tailor their degree in accordance with their career aspirations and gain specialised/advanced knowledge in key areas of accounting.

Accreditation by the major accounting professional bodies (ACCA, CIMA and ICAEW) has been granted, providing graduates with the opportunity of continuing their studies in the accounting field. These exemptions will continue to be applied for when necessary, as required by the professional bodies when their syllabi change.

The programme will produce graduates who have developed the skills employers are asking for, including inter-personal, communication and information technology skills. These requirements are evidenced by a number of studies identifying the changing skills of the Accountancy profession, which suggest that employers are increasingly looking for the 'softer' skills of communication, general management and technological adeptness (Ref: [ICAEW Research 2016](#); [Finance & Management Magazine, Issue 251, February 2017](#)). While technical accounting skills are still valued, leadership skills, ethics, emotional intelligence, communication skills, adaptability and resilience were highlighted as key skills going forward.

This programme is designed to allow students to develop skills in Commercial Awareness - gaining a broad, relevant and commercial perspective of the corporate environment. Today's professionals need an understanding of business and demonstrate the ability to understand the role of accounting, law, strategy, economics, statistics and finance in their professional decision-making. With this in mind students will undertake a Level 4 unit: Business Context, which will enable students to see the impact of the afore-mentioned areas whilst they set up a company and write a business proposal. The

unit will also introduce softer-skills of team working, communication, ethics and adaptability as part of their learning process.

The provision has been informed by a wide range of internal and external reference points, including:

- BU Business School Industry Advisory Board
- BU Centre for Excellence in Learning
- Principles for Responsible Management Education (PRME)
- The UK Quality Code for Higher Education
- UN Sustainable Development Goals (UNSDG)
- The World Economic Forum

The design of the Programmes has also been informed by the expectations and requirements of the following Professional, Statutory and Regulatory Bodies:

- The Association to Advance Collegiate Schools of Business (AACSB)
- The Association for Chartered Certified Accountants (ACCA)
- The Chartered Institute of Management Accountants (CIMA)
- The Institute of Chartered Accountants in England and Wales (ICAEW)

The development of personal and professional effectiveness, employability skills, global awareness and responsible citizenship features prominently throughout the programme, requiring students to critically reflect upon, and evidence, *inter alia*:

- Ability to build and maintain relationships, and work collaboratively, both internally and with external customers, with an awareness of mutual interdependence;
- Ability to value diversity and work with people from a range of backgrounds and cultures;
- Effective performance within a team environment, including leadership, followership, negotiation, team building, influencing and project management skills;
- Effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- Emotional intelligence and empathy;
- Conceptual and critical thinking, analysis, synthesis and evaluation;
- An understanding of, and commitment to, ethical management, sustainability and responsible business practice;
- Self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- Self-reflection, self-analysis, self-awareness and a commitment to personal and professional development.

The way this will be achieved is with emphasis on the curriculum design firstly –

1. Using a 'patch-work' style of assessment at Level 4 in the unit Business Context, which will allow students to utilise their prior-learning in Law, Accounting, Economics, Finance and Quantitative Analysis and apply it to writing a business proposal. Thus demonstrating their ability to translate and apply theoretical knowledge to the world of business.
2. Students will be undertaking a placement workshop during induction week at Level 5 and the first week of Semester 2 of Level 5, which will allow student to gain employability skills that will equip them for their placement interviews and subsequent roles.
3. The inclusion of Masterclasses in research topics in accounting and finance and the acquisition of knowledge and understanding of extant research methodology approaches at Level 6, will provide students will professional level transferable skills.
4. Ensuring that subject areas that contribute to the UN's Sustainable Development Goals like corporate social responsibility, ethics, corporate governance and risk management are embedded in the curriculum.

The department has also established strong links with professional and industrial organisations over the past 25 years and formalised this relationship by establishing a strategic alliance with 10 partners in the accounting and finance industry formally known as our Partners-in-Learning (PiL). Our PiL have promised our students their time and expertise on a continuous basis through a variety of

activities including guest lectures, skills workshops, in-house open days, mock assessment centres and interviews, and placement and graduate scheme opportunities. We work with them to develop the courses we offer, and to secure excellent placement opportunities for our students and are also currently serving on the Business School's Industry Advisory Board (IAB). Below are the 10 organisations in accounting and finance who are part of this strategic alliance -



The programme will therefore build on the research, teaching and professional links that already exist within the department to enhance the strategic focus on FUSION.

The programme will focus on introducing and developing knowledge and skills necessary to help graduates deliver the future needs of the business community by gaining maximum exemptions from ICAEW and ACCA; enhancing their ability to amalgamate the knowledge gained from various subject areas (which will be achieved through the introduction of linked assessment between units); introduction of new accounting software SAP (Enterprise Resource Planning – students will then see how different business processes feed into accounting and finance function); enhancing their academic critical reflection in the area of accounting and finance (through the introduction of a contemporary issues unit which will focus on research development skills by fostering an appreciation of extant academic work in the area; thus drawing upon in-house expertise and promoting FUSION in practice and foster co-creation); ensuring that subject areas that contribute to the UN's Sustainable Development Goals like corporate social responsibility, ethics, corporate governance and risk management are embedded in the curriculum. The programme will put an emphasis not only on the theory of accounting and finance, but the ability of students to apply that knowledge in the current global context, with particular emphasis on professional practice.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Accounting Programme is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1-3; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1-3; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1-2; C2-3; C5; D1; D3; D4; D7);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (A4; A6; C2; C6; D5; D8);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A3; A5-6; C6).

Additionally, our programmes align with other key BU priorities, as follows:

- All programmes align with BU's *Common Academic Structure*;
- In accordance with BU's Academic Regulations, Policies and Procedures, all our programmes have entry and exit points at the beginning and end of each Level;
- In order to allow students to better personalise their studies, the programmes are structured according to the principle of deferred choice, enabling students to tailor their studies according to their personal preferences, academic strengths and future career aspirations;
- Our assessment strategy has been fully aligned with the *6C Principles of Assessment Design Policy*, except where PSRB requirements determine otherwise;
- Our programmes align with BU's internationalisation agenda in several ways:
 - the international focus of our curricula ensures that our students understand their subject specialism in a global context;
 - they provide opportunities for students to study and/or work abroad;
 - Direct entry onto Level 5 or Level 6 is permitted on the basis of Recognition of Prior Learning / Recognition.
- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;
- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Excellence in Learning' (CEL), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and a multiple of other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU's commitments to responsibility and sustainability, the Business and Management curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG).

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all Accounting units are 20 credits.

20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace and other forms of technology.

The number of contact hours for most taught Accounting units is normally equivalent to 40 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer. For example, the following units will typically include 30/35 hours of contact:

- Business Context (L4)***
- Contemporary Issues in Accounting and Finance (L6)***
- Research Study (L6)***
- Company Study (L6)***
- Financial Regulation (L6)***

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.

Level 6 units like Research Study and Company Study are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

The Level 7 Final Projects are distinct from other assessment types. The word count for this assignment is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Accounting programme focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

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| <p>A: Subject knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>A1 organisations, the financial environments in which they operate and how financial decisions are made;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> |

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| <p>A2 financial functions and processes;</p> <p>A3 the limitations of current financial knowledge and practices;</p> <p>A4 pervasive, contemporary and emerging issues in finance;</p> <p>A5 financial risk management in portfolio management.</p> | <ul style="list-style-type: none"> • lectures (A1 – A5); • seminars (A1 – A5); • directed reading (A1 – A5); • use of the VLE (A1 – A5); • independent research (for dissertation) (A3, A4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (A1 – -A5); • coursework essays (A1 – A5); • dissertation (A3, A4). |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 critically evaluate theory and practice;</p> <p>B2 analyse and synthesise information, identifying implicit values, detecting false logic or reasoning and ensuring that conclusions are supported by evidence;</p> <p>B3 integrate and synthesise evidence from a range of sources to support findings, proposed solutions and hypotheses;</p> <p>B4 manage complexity, uncertainty and ambiguity;</p> <p>B5 Use specialised technical/academic skills across the area of study to evaluate financial data.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B1 – B5); • independent research (for dissertation) (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • open book examinations (B1- B5); • coursework essays (B1 - B5); • dissertation (B1 - B5). |
| <p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |

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| <p>C1 demonstrate confidence and competence in the use of information technologies, including working effectively in an online environment;</p> <p>C2 conduct research into financial issues, either individually or as part of a team;</p> <p>C3 use appropriate skills to communicate effectively in business situations;</p> <p>C4 prepare and present research findings in a range of effective and appropriate formats;</p> <p>C5 demonstrate an understanding of the range of techniques and software packages relevant to the programme.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C5); • coursework essays (C1 – C5); • independent research for empirical dissertation (C1 – C5). |
| | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • examinations (C3); • coursework essays (C1 – C5); • dissertation (C2 – C5). |
| <p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p> |
| <p>D1 perform effectively when working in collaboration with others;</p> <p>D2 deploy a range of interpersonal skills including effective listening, negotiating, persuasion and presentation;</p> <p>D3 demonstrate openness and sensitivity to diversity in terms of other people, cultures and business and management issues;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D6); • seminars (D1 – D6). |
| <p>D4 manage their own motivation, tasks and behaviour in enterprising, innovative and professionally appropriate ways;</p> <p>D5 communicate effectively by oral, written and visual means information, ideas and concepts;</p> <p>D6 Use IT effectively, including the Web, spreadsheets, statistical software and word-processing.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework essays (D1 – D6); • examinations (D5); • dissertation (D5, D6). |

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

The programme outcomes are referenced to the QAA Subject benchmark statements for Accounting (2016) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

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| <p>A: Subject knowledge and understanding</p> <p>This Programme / Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p> |
| <p>A1 apply a knowledgeable, skilled, literate, critical and responsible approach to the business environment;</p> <p>A2 have a detailed knowledge and understanding of theories, concepts, and principles relevant to the accounting environment;</p> <p>A3 of how to apply accounting and finance theory to real 'live' companies or cases in a national or international context;</p> <p>A4 examine the role of accounting within society and the ethical implications for an accounting professional;</p> <p>A5 the scope and limitations of current knowledge, understanding and practices;</p> <p>A6 develop an understanding of accounting and finance in its wider context through the choice of options.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1 – A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6); • project (A1 – A6). |
| <p>B: Intellectual skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p> |
| <p>B1 analyse and synthesise information relevant to the programme;</p> <p>B2 compose well-prepared, coherently argued responses to written assignments;</p> <p>B3 critically evaluate and review information from a range of sources;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B6); • seminars (B1 – B6); • guided study (B1 – B6); • use of the VLE (B1 – B6); • independent study (B1 – B6); • collaborative learning (B1 – B6). |

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| <p>B4 apply appropriate research methodologies in the construction of a coherent and logical argument;</p> <p>B5 apply critical analysis to accounting and finance-related issues;</p> <p>B6 evaluate critically and apply appropriate theoretical knowledge and skills.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B6); • collaborative assessment (B1 – B6); • examinations (B1 – B6); • digital artefacts (B1 – B6); • presentations (B1 – B6); • simulations / role plays (B1 – B6); • project (B1 – B6). |
| <p>C: Practical skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p> |
| <p>C1 apply accounting and finance theory to solve complex problems;</p> <p>C2 contextualise accounting within its social arena;</p> <p>C3 critically appraise accounting and management theories and practices;</p> <p>C4 analyse complex real data in both quantitative and descriptive forms;</p> <p>C5 utilise a wide range of techniques to evaluate financial decision making;</p> <p>C6 demonstrate specific applications of accounting and finance related material relating to options chosen in Level 6.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C6); • seminars (C1 – C6); • guided study (C1 – C6); • use of the VLE (C1 – C6); • independent study (C1 – C6); • collaborative learning (C1 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1 – C6); • collaborative assessment (C1 – C6); • examinations (C1 – C6); • digital artefacts (C1 – C6); • presentations (C1 – C6); • simulations / role plays (C1 – C6); • project (C1 – C6). |
| <p>D: Transferable skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p> |
| <p>D1 communicate effectively by oral and written means;</p> <p>D2 operate effectively using appropriate formats and conventions, working both independently and with others;</p> <p>D3 be independent and reflective learners and analysts;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D8); • seminars (D1 – D8); • guided study (D1 – D8); |

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| <p>D4 accept responsibility for determining and achieving personal outcomes;</p> | <ul style="list-style-type: none"> • use of the VLE (D1 – D8); • independent study (D1 – D8); • collaborative learning (D1 – D8). |
| <p>D5 demonstrate skills in IT appropriate for the accounting work environment;</p> <p>D6 deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use as appropriate of a problem-solving approach;</p> <p>D7 to develop the principle of time-management in individual and team contexts;</p> <p>D8 research both primary and secondary sources in a manner appropriate to the subject area.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1 – D8); • collaborative assessment (D1 – D8); • examinations (D1 – D8); • digital artefacts (D1 – D8); • presentations (D1 – D8); • simulations / role plays (D1 – D8); • project (D1 – D8) |

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

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| <p>A: Knowledge and understanding</p> <p>Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p> |
| <p>A1 demonstrate a knowledge and understanding of the three core areas of financial accounting, management accounting and financial management;</p> <p>A2 develop a thorough appreciation of different business tax planning techniques;</p> <p>A3 appreciate the role of an accountant within the business decision –making environment;</p> <p>A4 develop a knowledge of auditing concepts and techniques;</p> <p>A5 be able to apply appropriate techniques to given situations and evaluate their effectiveness;</p> <p>A6 demonstrate their competence in providing decision support through the use of appropriate statistical and managerial techniques.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1 – A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6); • project (A1 – A6). |
| <p>B: Intellectual skills</p> <p>Level 5 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p> |

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| <p>B1 demonstrate the higher order skills of analysis, evaluation and appraisal;</p> <p>B2 understand and appreciate the rules and regulations which govern the accounting and financial sectors;</p> <p>B3 select appropriate techniques for analysing and interpreting results;</p> <p>B4 formulate appropriate responses to resolve well-defined and abstract problems;</p> <p>B5 apply a range of theories and concepts to a variety of business and social constructs.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • guided study (B1 – B5); • use of the VLE (B1 – B5); • independent study (B1 – B5); • collaborative learning (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B5); • collaborative assessment (B1 – B5); • examinations (B1 – B5); • digital artefacts (B1 – B5); • presentations (B1 – B5); • simulations / role plays (B1 – B5). |
| <p>C: Practical skills</p> <p>Level 5 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p> |
| <p>C1 demonstrate skills in dealing with more complex accounting issues, including groups, internal accounting, analysis and projections;</p> <p>C2 have developed an understanding of the financial interface with the broader environment;</p> <p>C3 apply and analyse techniques and strategies to assist organisations in their investment decisions;</p> <p>C4 apply current UK and International (where appropriate) accounting standards to the final accounts of companies;</p> <p>C5 demonstrate information and retrieval skills;</p> <p>C6 use specialised accounting packages.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C6); • seminars (C1 – C6); • guided study (C1 – C6); • use of the VLE (C1 – C6); • independent study (C1 – C6); • collaborative learning (C1 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1 – C6); • collaborative assessment (C1 – C6); • examinations (C1 – C6); • digital artefacts (C1 – C6); • presentations (C1 – C6); • simulations / role plays (C1 – C6). |
| <p>D: Transferable skills</p> <p>Level 5 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p> |

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| <p>D1 demonstrate further development of independent and self-managed learning;</p> <p>D2 communicate effectively in both written and verbal form;</p> <p>D3 demonstrate problem solving skills;</p> <p>D4 work both independently and in groups with staff and students;</p> <p>D5 develop practical applications in the use of information technology;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1-D7); • seminars (D1-D7); • guided study (D1-D7); • use of the VLE (D1-D7); • independent study (D1-D7); • collaborative learning (D1 – D7). |
| <p>D6 effectively utilise research skills;</p> <p>D7 be reflective learners, able to analyse their strengths and weaknesses.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1 – D7); • collaborative assessment (D1 – D7); • examinations (D1 – D7); • digital artefacts (D1 – D7); • presentations (D1 – D7); • simulations / role plays (D1 – D7). |

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

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| <p>A: Knowledge and understanding</p> <p>Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p> |
| <p>A1 a knowledge of the underlying concepts and principles of accounting;</p> <p>A2 an understanding of the legal framework, principles and concepts;</p> <p>A3 an understanding of fundamental economic concepts and principles;</p> <p>A4 an understanding of the workings of business practices;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1 – A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). |
| <p>A5 a basic understanding of mathematical concepts and techniques appropriate for students of accounting and finance;</p> <p>A6 a foundation knowledge of information sources and research skills.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6). |

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| <p>B: Intellectual skills</p> <p>Level 4 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p> |
| <p>B1 apply a rigorous approach to the acquisition of a broad knowledge base relevant to accounting and finance;</p> <p>B2 identify, locate and extract data from appropriate information sources;</p> <p>B3 analyse data and draw reasoned conclusions;</p> <p>B4 collect, collate and categorise ideas and information in a prescribed format;</p> <p>B5 demonstrate an awareness of the appropriate terminology of the Level subject areas.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • guided study (B1 – B5); • use of the VLE (B1 – B5); • independent study (B1 – B5); • collaborative learning (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B5); • collaborative assessment (B1 – B4); • examinations (B1 – B5); • digital artefacts (B1 – B5); • presentations (B1 – B5); • simulations / role plays (B1 – B5). |
| <p>C: Practical skills</p> <p>Level 4 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p> |
| <p>C1 apply key economic principles to the analysis of events and business;</p> <p>C2 demonstrate an appreciation of how businesses are organised and managed;</p> <p>C3 apply key legal principles relevant to the business environment;</p> <p>C4 use industry standard Information Technology applications such as spreadsheets and databases;</p> <p>C5 carry out information gathering and basic research using printed and on line sources;</p> <p>C6 an ability to apply techniques to solve problems in accounting, finance and economics;</p> <p>C7 demonstrate a broad understanding of the information requirements of users of accounts, both internal and external to the organization.</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C7); • seminars (C1 – C7); • guided study (C1 – C7); • use of the VLE (C1 – C7); • independent study (C1 – C7); • collaborative learning (C1 – C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1 – C7); • collaborative assessment (C1 – C7); • examinations (C1 – C7); • digital artefacts (C1 – C7); • presentations (C1 – C7); • simulations / role plays (C1 – C7). |

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| <p>D: Transferable skills</p> <p>Level 4 provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p> |
| <p>D1 develop the basic skills of communication, both oral and written;</p> <p>D2 develop the basic skills of information technology and their interface with accounting and financial information;</p> <p>D3 demonstrate numeracy skills, including the ability to manipulate financial and other numerical data;</p> <p>D4 demonstrate interpersonal skills by working effectively in collaboration with others, including staff and students;</p> | <p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D7); • seminars (D1 – D7); • guided study (D1 – D7); • use of the VLE (D1 – D7); • independent study (D1 – D7); • collaborative learning (D1 – D7). |
| <p>D5 write structured essays/reports demonstrating an appreciation and selection of appropriate theoretical approaches;</p> <p>D6 deliver work to a given length, format, brief and deadline;</p> <p>D7 demonstrate a capacity for independent and self-managed learning.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1 – D7); • collaborative assessment (D1 – D7); • examinations (D1 – D7); • digital artefacts (D1 – D7); • presentations (D1 – D7); • simulations / role plays (D1 – D7). |

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations: <https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

Applicants may be allowed to enter this Programme with or without advanced standing on the basis of completion of courses offered by partner providers. Details of approved partner providers, accepted qualifications and agreed entry criteria are available via the [recognition register](#).

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes, through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Full-Time Sandwich Mode

Students who opt to study the Programme in Full-Time Sandwich mode undertaking a Placement in Year 3 (Level P), which must meet the following criteria:

- minimum of 30 weeks;
- full-time;
- in a position of meaningful responsibility;
- formally approved by BU;
- comprise no more than two separate internships.

The Placement helps students:

- synthesise and integrate their learning;
- enhance their personal and professional effectiveness;
- further develop their employability skills;
- develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios;
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- shape the nature and subject of their final-year subject specialisation;
- refine their ideas in respect of the Level 6 Project.

The Placements team maintains contact with a large and growing network of organisations that regularly turn to the Business School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to begin thinking about Placement search from Level 4 Induction, during which they undertake an Employability Skills Audit and will be encouraged to develop a Personal and Professional Development Plan (PPDP). Then within the 'Business Context' unit in Semester 2, they are required to develop a professional online Profile, as well as a conventional CV whilst setting up their groups' 'first business venture' to help them contextualise the amalgamation of their employability skills. The aim is to provide students with a business-simulation approach to their PPDP.

Furthermore, In the first week before they start their Level 5 units they are required to attend a series of workshops – 'Placement Training' - which will be aimed at delivering Communication skills, CV and Cover Letter writing skills, Resilience Building, Negotiation Skills and Interview Skills necessary for students to excel at finding employment. At the start of their 2nd semester at L5, students are further exposed to a range of contemporary recruitment and selection processes, through a series of simulated activities, so that they feel confident and equipped in respect of application procedures, interview techniques, and contemporary recruitment processes, such as assessment centres. Completion of these sessions will be the students responsibility and will form part the required assessment to ensure successful completion of a placement.

In preparation for the Placement, specialist Placements and Careers staff support and advise students on job search, CVs, application procedures, interview techniques and self-presentation. The Level 5 Assessment Board determines students' eligibility to progress to Placement. In the case of international students, progression is subject to UK Border Agency regulations and policies.

During their Placement, each student receives ongoing support from a specialist Placement Development Advisor (PDA), who will hold a review meeting with each student whilst they are on Placement. PDAs are crucial members of the Programme Team, as they support and advise students in the development of their Personal and Professional Development Portfolio (PPDP). Students also receive support via other communication channels such as e-mail, telephone and the VLE.

Having completed the Placement, the student is expected to demonstrate:

- an appreciation of organisational processes and practices;
- a critical awareness of the competencies required to manage organisational tasks;
- the ability to adapt and apply academic skills to a professional working environment;
- the ability to manage her/his own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.

Exemptions

- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures;
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Full-Time Mode

Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub. They will still be required to attend and complete the *Placement Training* before they successfully complete their placements.

In view of the fact that Graduate employers place greater emphasis on students having undertaken a Placement as part of their Degree, students opting to not do a Placement, and to complete the Programme in Full-Time mode, will be counselled on the implications for their careers of choosing this route.

Programme Skills Matrix

| LEVEL 7 | | Programme Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|-----------------------------------|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UNITS | A | | | | B | | | | | | C | | | | | | | | D | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Financial Markets | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | |
| | Money and Banking | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | |
| | Financial Econometrics | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | Portfolio Construction and Theory | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | Derivatives | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Risk Management | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| | Big Data in Business and Finance | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | |
| | Fin Tech | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | |

| A Subject Knowledge & Understanding | |
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| 1 | Providing an effective input, at various levels of an organisation, to management and decision-making processes using the appropriate technical and analytical skills. Decision-making based upon valid analysis will be an integral aspect of all units on the course. As part of this process students will be able to generate, interpret and present appropriate financial and other information within and without the organisation relating to their professional function. |
| 2 | Discussing issues and communicating messages with authority and in an appropriate manner. Technical and conceptual knowledge will be acquired through both Stages; communication and management skills are developed both through the academic content of units and the delivery of the programme (eg individual and joint presentations). |
| 3 | Utilising the appropriate methodology and sustaining the commitment to generate well researched reports. The need to be sufficiently self-motivated and confident to produce an appropriately researched report is tested through research methodology and the Research Project. |
| 4 | Recognising the advantages presented by incorporating knowledge from a range of subject areas in addressing the issues and problems facing the world of globalised finance. Students will have an opportunity to study finance in conjunction with a number of subjects across a broad range of accounting, finance, investment, taxation, risk management and economics. |
| B Intellectual Skills | |
| 1 | Evaluate critically, and apply subject knowledge and skills in the development and implementation of practical solutions to problems. |
| 2 | Analyse and synthesise information relevant to the programme and display a range of management skills and competencies, including the ability to work constructively and co-operatively within a group context. |
| 3 | Use specialised technical/academic skills across the area of study in collecting, evaluating and utilising relevant financial, legal and technical information. |
| 4 | Integrate and evaluate critically data from a variety of sources and methodological skills to formulate, analyse and solve complex problems derived from realistic materials drawn from relevant areas. |
| 5 | Define problems and devise and evaluate possible solutions, and to solve both routine and unfamiliar problems. |
| 6 | Define an appropriate research proposal in the student's area of specialisation, apply an appropriate methodology, and manage the process in producing a report reflecting sustained and independent thought. |
| C Practical Skills | |
| 1 | Understand the complex nature of international finance and be able to evaluate the pressure and demands on global financial markets and institutions. |
| 2 | Demonstrate an understanding of the range of techniques and issues that relate to the area of international finance or related disciplines. |
| 3 | Interpret, analyse and evaluate the regulatory context of international finance. |
| 4 | Interpret, analyse and evaluate the outputs from relevant accounting, financial and taxation information systems. |
| 5 | Make decisions relating to financial, strategic and economic problems liable to affect financial institutions and markets. |

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| 6 | Present research findings in a range of effective and appropriate formats. |
| 7 | Make effective use of the relevant academic and professional literature and other sources of information. |
| 8 | Make effective use of IT and software packages relevant to the programme and display an ability to evaluate and utilise effectively relevant information systems in addition to numerical and statistical methods. |
| D Transferable Skills | |
| 1 | Communicate effectively by oral, written and visual means information, ideas and concepts. |
| 2 | Use IT effectively, including the Web, spreadsheets, statistical software and word-processing. |
| 3 | Analyse a range of empirical data. |
| 4 | Solve numerical problems using appropriate techniques. |
| 5 | Work in collaboration with others, including staff and students, and be able to facilitate and manage group processes, negotiation and participation. |
| 6 | Undertake independent work of an original nature in the field of international finance and related disciplines. |
| 7 | Demonstrate problem solving skills and the application of knowledge across discipline areas. |
| 8 | Identify and work towards targets for personal, career, and academic development. |
| 9 | Be independent and reflective learners. |

| UNITS | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 | D 8 |
|----------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| L E V E L 6 | Advanced Accounting Theory and Practice | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| | Contemporary Issues in Accounting and Finance Research | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| | Perspectives on Business Strategy | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | Company Study | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| | Research Study | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| | Financial Regulation | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | International Taxation | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | Corporate Social Responsibility and Environmental Reporting | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | Business Taxation | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | Advanced Management Accounting | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * |
| | Personal and Professional Development Portfolio | | | | | | | | | | | | | | * | | | | | * | | * | * | | | | |
| L E V E L 5 | Management Accounting | * | * | * | | * | | * | * | * | * | * | * | * | | * | * | * | | * | * | | | * | * | | |
| | Business Tax Planning | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| | Accounting Information Systems | * | * | | | * | | * | * | * | * | * | * | * | | * | * | * | | * | * | * | * | * | * | * | * |
| | Audit and Control | | * | * | * | * | | * | * | * | * | * | * | * | | * | * | * | | * | * | | | * | * | | |
| | Asset Valuation | * | | * | | * | | * | * | * | * | * | * | * | | | | * | | * | * | | | * | * | | |
| | Money, Banking and Financial Services | * | | * | | * | | * | * | * | * | * | * | * | | | | * | | * | * | | | * | * | | |
| | Financial Reporting | | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | | * | * | | |
| | Corporate Financial Management | * | * | * | | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| L E V E L 4 | Introduction to Accounting | | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| | Economics for Accounting and Finance | * | * | | | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| | Law for Accounting and Finance | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| | Quantitative Analysis | * | * | | | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | | |
| | Introduction to Financial Markets | | * | * | | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | | * | * | * | | |
| | Business Context | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |

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| <p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. apply a knowledgeable, skilled, literate, critical and responsible approach to the business environment; 2. have a detailed knowledge and understanding of theories, concepts, and principles relevant to the accounting environment; 3. of how to apply accounting and finance theory to real 'live' companies or cases in a national or international context; 4. examine the role of accounting within society and the ethical implications for an accounting professional; 5. the scope and limitations of current knowledge, understanding and practices; 6. develop an understanding of accounting and finance in its wider context through the choice of options. | <p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. apply accounting and finance theory to solve complex problems; 2. contextualise accounting within its social arena; 3. critically appraise accounting and management theories and practices; 4. analyse complex real data in both quantitative and descriptive forms; 5. utilise a wide range of techniques to evaluate financial decision making; 6. demonstrate specific applications of accounting and finance related material relating to options chosen in Level 6. |
| <p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. analyse and synthesise information relevant to the programme; 2. compose well-prepared, coherently argued responses to written assignments; 3. critically evaluate and review information from a range of sources; 4. apply appropriate research methodologies in the construction of a coherent and logical argument; 5. apply critical analysis to accounting and finance-related issues; 6. evaluate critically and apply appropriate theoretical knowledge and skills. | <p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. communicate effectively by oral and written means; 2. operate effectively using appropriate formats and conventions, working both independently and with others; 3. be independent and reflective learners and analysts; 4. accept responsibility for determining and achieving personal outcomes; 5. demonstrate skills in IT appropriate for the accounting work environment; 6. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use as appropriate of a problem-solving approach; 7. to develop the principle of time-management in individual and team contexts; 8. research both primary and secondary sources in a manner appropriate to the subject area. |

