



Course Specification
Part B: Course Design

BSc Accounting and Finance
Course Code: FBLU081

Faculty of Business and Law
School of Economics, Finance and Accounting
Accounting Cluster
From Academic Year: 2023/2024

Part B: Course Design

BSc Accounting and Finance

1. Rationale for Course Design

1.1 Overview

The BSc Accounting and Finance course delivers teaching and learning which is active, applied, social and inclusive in approach. Modules are global in nature and make use of case studies that broaden students' understanding of both theory and practice. The activities students engage in promote a sense of belonging to BSc Accounting and Finance and the Collaborative Online International Learning (COIL) projects will help students engage with fellow students from Coventry University partners from around the world.

The BSc Accounting and Finance course has been designed to ensure as seamless a transition into HE as possible. Level 4 provides students with an immersive introduction to Entrepreneurial Thinking, exposing them to the fundamental aspects of the discipline. Taking such an inclusive approach means that, at the end of level 4, students will have the opportunity to reflect on and review their progress on their chosen course. Students can switch course should they wish, choosing from a list of alternative courses, they will be able to move into level 5 confident in their abilities to succeed.

Students on BSc Accounting and Finance will have immediate access, to a team of academic and pastoral support experts who will guide them through their Coventry University journey. Our commitment to providing a tailored and individualised learning journey for all students regardless of their background or experience aims to ensure that all students fulfil their potential.

Fulfilling your potential is not just about getting great results, it is also important that all students think carefully about where they want to go and what they want to do after they graduate. We encourage students to do this throughout their three years of study, by offering a range of guest lectures from industry experts, teaching in our immersive authentic learning environments and wherever possible applying theory to practice. Our Talent Team are also on hand to encourage students to explore their career aspirations. They offer virtual and in-person specialist advice and guidance on preparing for internships and placements and how to best approach graduate placement scheme applications in both national and international contexts.

Being a Coventry University graduate means that you will enter the world of work prepared, not only with the knowledge, skills and behaviours to make you competitive but also with a set of Graduate Attributes designed to impress employers. All our courses and our approach to student experience is designed to nurture an international mindset, an ability to think critically and an appreciation of the importance of how strong communication skills are fundamental to good leadership.

Students on BSc Accounting and Finance will receive between 15-18 contact hours at Level 4, 12-15 at Level 5 and 12 at Level 6 with a maximum of a third of these hours being online. In addition, a one-hour long BSc Accounting and Finance course hour will be timetabled weekly. This session will bring all students in the year together, create a sense of community and provide a range of support and activities, as well as providing an opportunity for students to raise any concerns relating to the course.

Course Directors and Associate Course Directors speak with students in each year of each course at least three times each semester during a face to face lecture in a mandatory module. The course hour will give CDs and ACDs an opportunity to discuss in more detail key issues including for example:

- Academic integrity and the Academic Conduct Officer (ACO) process. Further information (including a short video) is provided on the course Virtual Learning Environment (VLE).
- Guidance on referencing.
- Feedback and the importance of reading, understanding, and utilising feedback to feedforward into future assessments.

- Effective time management and enhancing preparation for exams and other assessments.
- Ensuring students are aware of support available including Sigma Maths and Stats Support (Sigma), the Centre for Academic Writing (CAW), Academic Subject Librarian, Talent team, Progress Coaches and Success Coaches. Useful videos, contact information about Sigma, CAW and Library services (including guidance about referencing and literature searches) is also available on the course VLE.

Normally, a 20-credit module will consist of two 1 hour long interactive lectures weekly, delivered synchronously online or on campus, followed by a range of active learning sessions such as seminars and workshops, typically being two-hours long. The assessment strategy is designed to be efficient and manageable and consists of authentic assessments, very similar to those tasks students will have to complete in their future careers.

BSc Accounting and Finance is distinct from other courses in the Faculty of Business and Law in that it is specifically designed to allow student opportunities to gain exemptions from the professional examinations of the main Accountancy bodies (ACCA, ICAEW and CIMA) while providing exposure to a broad range of skills required by Finance professionals such as portfolio management and financial services. Consequently, this course offers more options than BSc Accountancy and greater opportunities to study Finance modules. The common first year with BSc Accountancy means that students have an opportunity to make an informed decision about the direction of their study at the end of their first year, and transfer course if required and if their first year results support that transfer decision.

1.2 Industry and Employability

A key feature of courses in this cluster is the opportunity for students to gain a number of exemptions from the examinations of several professional Accountancy and Finance bodies.

The precise nature of the exemptions acquired will depend on the course studied by students and the options chosen within that course, but all students who graduate on courses within this cluster will obtain some exemptions from professional body examinations.

Exemptions from professional body examinations are of significant benefit to students in obtaining graduate employment and in quickly progressing to fully qualified status in their chosen profession. Furthermore, the option to undertake short-term placements or a full placement year as part of the degree helps to improve graduates' employment prospects and their ability to succeed and progress once they commence full-time employment in graduate roles.

However, the broad nature of the curriculum, the focus on skills development, and in particular the embedding of the Graduate Attributes Framework (see section 3.3) means that the course prepares students for a wide-range of careers far beyond the Accounting and Finance sectors. BSc Accounting and Finance graduates are well-prepared for careers in general business management in the private, not-for-profit and public sectors, as well as other professions that require a high degree of numeracy or critical-thinking skills.

1.3 Principles for Responsible Management Education (PRME)

The design of the course also reflects the Business School's commitment, as a prime signatory, to the six Principles for Responsible Management Education (PRME) <http://www.unprme.org/>. PRME's mission is to transform business and management education and develop the responsible decision-makers of tomorrow to advance sustainable development.

The School of Economics, Finance and Accounting develops curricula to underpin our aim of developing graduates committed to sustainability. The learning on BSc Accounting and Finance will incorporate, through examples and case studies, the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership, and ethics. These principles will be particularly emphasised in the modules on Entrepreneurial Thinking, Business Strategy, Corporate Finance and the Final Year Project module, but all modules address the ethical implications of Accounting and Finance practices and their impact on equality, diversity and inclusion.

2 Relationship to the National Qualifications Framework, Subject Benchmarks and Professional, Statutory or Regulatory Body (PSRB) requirements

2.1 Higher Education Qualifications

The learning outcomes on this course are closely aligned with the the Framework for Higher Education Qualifications in that they require students to demonstrate a systematic understanding of the main principles and regulatory and legal frameworks that apply to the Accounting and Finance professions, to deploy key analysis techniques employed within the profession, and to solve problems and discuss and critique issues relating to Accounting and Finance. Furthermore, the course requires students to manage significant aspects of their own learning, including a final year independent research project, and to clearly communicate complex issues and arguments to a range of audiences and to make and justify complex decisions in situations of uncertainty.

Assessments in modules relating to financial accounting and reporting require students to understand and apply accounting principles and standards to produce statutory financial statements. Assessments also require students to explore and critique accounting principles and standards and common responses to financial and economic problems at the firm and government levels, and to apply taxation rules and critique the design of individual taxes in terms of their objectives and efficiency. Other assessments require students to analyse business finance problems and devise and justify proposed solutions by critiquing the results of their analysis with respect to widely used accounting, financial management and investment analysis techniques.

2.2 Subject Benchmark

The learning outcomes for this course are consistent with the threshold level of achievement to be matched or exceeded by all graduates in order for the award of an honours degree outlined in the QAA Subject Benchmark for Accounting (2019) and Finance (2019).

2.3 Professional, Statutory or Regulatory Body (PSRB)

The course structure and teaching, learning and assessment strategies have been designed to gain exemptions from certain papers of the qualifications of the professional accountancy bodies, The Association of Chartered Certified Accountants (ACCA), The Chartered Institute of Management Accountants (CIMA) and The Institute of Chartered Accountants in England & Wales (ICAEW). The professional requirements will be met by a student completing the course and through the modules they take plus meeting any specific professional body requirements. Further information can be provided by the Course Director and the relevant professional body websites.

2.4 Other External Bodies/Industry Panels

Regular meetings of the School Advisory Group, made up of local employers, provide input to course development.

The aims of the EFA School Advisory Group are as follows:

- To provide guidance and support on curriculum issues, especially aspects of 'fit for purpose' regarding skills development but also where appropriate wider academic content of modules and courses.
- To act as a critical friend in providing external commentary and guidance regarding new course innovations and existing course revalidations at UG and PG levels.
- To help in developing networking opportunities for students and academic staff, e.g. in respect of the former, opportunities for short term or longer industrial student placements and in the case of the latter, the chance for work shadowing type experiences (where appropriate and feasible).

- To aid in the design and development of student events, such as research showcasing, employability showcasing and networking events on and off campus.
- To provide the opportunity for applied research with panel members.
- To act as a body of ambassadors for the School and help promote its activities and services within the local and wider business and general community.

3 Teaching & Learning and Assessment Strategies

Students on the BSc Accounting and Finance course will experience teaching, learning and assessment that is active, applied, social and inclusive. They will be co-creators of their experiences through engagement with the curriculum as partners in the academic community. The following two sections set out the strategies for BSc Accounting and Finance relating to teaching and learning followed by assessment.

3.1 Teaching and Learning

BSc Accounting and Finance is part of a suite of Accounting courses which share a common first year to enable students to gain a broad understanding of accounting and finance concepts and practices before continuing their chosen specialism. The course at Level 4 therefore provides a broad introduction to accounting and finance concepts and practices and economic theories, a thorough grounding in required mathematical and statistical skills and an introduction to general entrepreneurial principles. Level 5 provides increased specialisation in Financial Reporting (5018ACC), Management Accounting (5017ACC), Accounting Information Systems (5021ACC), Financial Management (5021FIN) and Financial Services (5022FIN) providing students with the opportunity to deepen and broaden their knowledge and skills and critique common techniques and practices. Level 5 also includes a Faculty Shared module (Designing a Research Proposal 5006ICTE), which further enhances students' transferable business and research skills and helps prepare them to undertake a substantial independent research project in their final year. At Level 6 students increase their level of critical engagement with financial management practices and have the opportunity to study modules relating to finance, financial reporting requirements and business strategy as well as developing skills in audit and managing their own project.

Students will benefit from teaching and other activities that are inclusive and develop a sense of belonging to the Coventry University community. Students will engage in activities that promote belonging within the Faculty of Business and Law, the School of Economics, Finance and Accounting as well as their course. Inclusive teaching for BSc Accounting and Finance means not just making all the teaching and learning resources available for students on the VLE, but other aspects of our approach. Where required students have access to assistive technology such as "Read and Write™" and "X Mind™" to support them in their studies, and learning materials can be provided in different accessible formats. Other available support includes adjustments to assessment arrangements, loans of equipment including voice recorders and laptops, mentoring support and study skills tuition, note taking and the provision of lecture recordings. It is important that we deliver our course in a flexible way that supports personalised learning for our students, so module tutors will provide additional support during their advice and feedback hours where required.

Intercultural and International Engagement

Teaching and learning activities on BSc Accounting and Finance are global in nature and make use of the diverse student body input to bring knowledge to life from different perspectives. The curriculum draws on a broad range of literature and ideas to ensure theories and examples reflect the global environment in which BSc Accounting and Finance operates. Additionally, the use of global case studies in teaching and as part of assessment helps students to contextualise their learning in different environments.

Derived from the diversity of the student body and teaching team, the international focus of the course is closely aligned to the global vision of Coventry University's 2030 Corporate Strategy. To provide students with a wide range of

opportunities to prepare for international careers, and enhance their intercultural competence as a responsible global citizen, we will effect an expanded understanding of global issues through:

- The adoption of internationally focused teaching materials and case studies.
- Embedding of COIL (Collaborative Online International Learning) projects into the curriculum to offer students the opportunity to work in global virtual teams.
- Optional international field trips at all three-year levels to deliver educational, business and inter-cultural experiences.
- Optional work/study year abroad options.
- The promotion of student engagement in global activities (such as Virtual World Tour, World Languages and the Global Leaders Programme, as well as language and internationally-oriented modules and partner institutes' summer/winter schools).

The BSc Accounting and Finance course provides every student with a COIL opportunity at every level, and these events also provide opportunities for collaboration with other EFA students. During semester 1 of 2021-22 over 300 EFA students engaged in COIL projects.

All EFA students are encouraged to participate in field trips and virtual field trips, and audit week gives BSc Accounting and Finance students the opportunity to work with students from a number of European universities. There is also the opportunity for an international study year or work placement.

The course embeds aspects of sustainability related to Accounting within the curriculum. This is achieved through the use of appropriate case studies and a focus on non-financial objectives and measures in decision-making.

Student well-being throughout their studies, is a key aspect that the course team considers in their teaching and learning approaches. The course assessment strategy has been designed to avoid the overassessment of students and the bunching of assessments. This is key to ensuring student wellbeing and reducing stress and overall achieving successful continuation and completion.

The common first year with BSc Accounting and Finance enables students to gain some experience of the disciplines before committing to a full programme of study as they are able to transfer courses at the end of the first year.

Employer engagement in teaching and learning occurs through a number of different activities. For example, we encourage our alumni to come back to engage with our students and share their experiences of seeking employment and working in a professional environment since they graduated. Local and international industry visits also provide students with excellent insights into how businesses operate and the role of Accounting and Finance in these operations.

Digital Skills

All students on the course have access to the Trading Floor VLE space. This contains information about the main databases and other online data sources available, including the data provided on each, how to access the platform, and how to navigate the platform to extract different types of data. Students are encouraged to complete the online Bloomberg Market Concepts certificate. During 2020-21 over 600 EFA students attained the certificate.

The Accounting Information Systems module (5021ACC) gives BSc Accounting and Finance students the opportunity to use SAGE and SAP accounting software.

Students taking the Level 6 Project module are encouraged to attend sessions in the Trading Floor that show them how to extract and utilise relevant data.

3.2 Assessment

Assessment methods and criteria are aligned to learning outcomes and teaching activities through constructive alignment. Module descriptors define the assessment methods, outcomes and activities which are further enhanced and then outlined in the Module Guides for each module to support students' understanding of the linkages.

Assessments are a central part of the students' learning journey and BSc Accounting and Finance has a balance of assessment types that both test students understanding of essential concepts, and their ability to apply that knowledge. Assessments, where practicable, are designed to offer an authentic experience for the students, allowing them to demonstrate skills and attributes expected of graduates in Accounting and Finance. Within their final year students have a chance to demonstrate a more holistic grasp of their discipline through an extended module that utilises skills and knowledge from their course in a project or dissertation. Assessments have been designed to build on learning from one level to the next, developing students' assessment literacy and testing their abilities in line with the outcomes required from the Framework for Higher Education Qualifications. Assessments are designed to encourage academic integrity minimising opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism, and contract cheating. Coursework assignments focus mainly on the critical evaluation of the results of analysis and of concepts, practices and regulatory approaches, rather than calculations and preparation of financial statements. The assessment of calculations and the preparation of statements is largely carried out via invigilated exams and time-constrained assessments, which greatly reduces the potential for academic misconduct.

Assessments have been designed so that they are reliable, consistent, fair and valid. All summative assessments have an individual assignment brief which clearly outlines the expectations of the assessment to the students. This includes:

- the purpose of the assessment in relation to the module Learning Outcomes
- the assessment category
- the requirements of each assessment task
- the timescale for the assessment
- the standards expected through a rubric setting out the assessment criteria or, for quantitative assessments a Marking Scheme
- the tutor and support dates/hours available during the assessment period

Additional information relating to avoiding academic misconduct, marking timelines, release of marks and extensions/deferrals are included in the assignment briefs. All assessments, before being given to students, are internally moderated and where required are reviewed by the External Examiner.

Assessment design is approached holistically, ensuring that a variety of assessments are experienced by the students, but also that there are opportunities for feedforward to be used to develop assessment literacy. For example, at Level 4 the first assessments in the Principles of Financial Accounting (4009ACC) and Principles of Management Accounting (4010ACC) modules are phase tests which are core assessments to provide students with feedback on their understanding of the basic concepts and processes in these modules before they take the exam (applied core), which is a higher stakes assessment as students' marks here determine the module marks. Feedback students receive on their main accounting modules at Level 4 (Principles of Financial Accounting (4009ACC) and Principles of Management Accounting (4010ACC) will help to support their studies on successor modules at Level 5 which in turn provide feedforward to Level 6.

Any changes to module assessments are reviewed by the Course Director to ensure that they are in line with the overall course assessment strategy. Assessments are designed to ensure they are achievable and do not disadvantage students across all modes of delivery, although the principle form of assessment used is the unseen examination in order to comply with the requirements of the Accountancy bodies. Assessments align with the course learning outcomes and the Graduates Attributes underpinning the course and are mapped in Section 5.

A variety of assessments is used to allow students with different strengths to demonstrate their ability. Assessments are designed to be inclusive and equitable giving every student an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. Student choice over the nature and subject matter are limited by the requirements of Professional Accountancy bodies exemption accreditation, but opportunities

for students to exercise some choice exist in coursework assignments in Principles of Finance (4011FIN), Mathematics and Statistics (4012ACC), Designing a Research Proposal (5006ICTE), Financial Services (5022FIN), Management Accounting (5017ACC), Business Strategy (6019ACC), Advanced Management Accounting (6018ACC) and the Final Year Project modules (6007EFA). Assessment types are defined by their category (below) and the assessment strategy on BSc Accounting and Finance uses a variety of assessment types to promote inclusivity and equity for students:

- Written
- Live
- Artefact
- Time Constrained Assessment (TCA) including Exams

Written assignments are used in Mathematics and Statistics (4012ACC), Principles of Finance (4011FIN), Financial Services (5022FIN), Management Accounting (5017ACC), Designing a Research Proposal (5006ICTE), Business Strategy (6019ACC), Advanced Management Accounting (6018ACC), Portfolio Management (6029FIN), International Finance (6030FIN) and the Final Year Project (6007EFA). Live assessments are used in Financial Services (5022FIN), Designing a Research Proposal (5006ICTE) and the Final Year Project. Time (6007EFA) constrained assessments are used in a wide range of exemption modules in the form of phase tests, exams and other assignments.

The focus on unseen exams as a form of summative assessment as a result of professional exemption accreditation means that there is less space for group assessment and there is only one group presentation on the course in the Financial Services module (5022FIN). However, group work is very much a part of seminar activities on all modules on the course, and where appropriate group seminar presentations are used providing formative assessment and feedback from module tutors and peers.

The course utilises digital assessment opportunities to enhance the students' learning experience and where possible to create authentic assessments. A number of module phase tests take the form of on-line digital assessments. Students will take a number of core assessments to test their basic knowledge and/or skills as a pre-cursor to more applied assessments, where students can demonstrate a deeper understanding and apply their knowledge to the subject area. All modules at Level 4 feature core assessments.

The assessment loading for students is designed to be efficient and manageable. There are a maximum of two summative assessment points per module and if there are two, one is scheduled mid-module. There are a maximum of three summative assessments scheduled at the end of each semester spread across teaching weeks 11, 12 and 13. Students will have one summative assessment from their modules, per week, in this period and there is always at least one submission in teaching week 13.

Students are supported and prepared for an assessment through regular formative assessments which are embedded in modules as part of the learning process. Students get early formative, developmental feedback on both content and mode of assessment. This on-going, dialogic feedback, including the development of students' assessment literacy ensures students know how they are progressing on the course and areas that they need to develop. Feedback, both formative and summative, is purposeful and supports the learning process, and feedforward on student work is regarded as a key part of a student's learning development. To enhance feedback/feedforward criteria and rubrics are designed for each assessment to provide the basis for students to actively engage with their feedback/feedforward throughout their studies. Rubrics facilitate brief individual feedback to students on all written coursework assignments and presentations, and this feedback is enhanced by generic feedback detailing common issues found in student submissions and steps that can be taken to improve them. A number of phase tests use digital assessment platforms that provide immediate feedback to students on their performance both at the practice (formative) and summative test stage.

Marking/moderation of completed assessments complies with University turnaround times of a maximum of three weeks at levels 4 and 5 and two weeks at level 6 to ensure feedback/feedforward can be used to help in subsequent assessments. Furthermore, feedback and feedforward sessions are arranged after each assessment period (feedback week), during which students undertaking resits can get more detailed one-to-one feedback on their submitted assessments to help them improve these for resubmission, where appropriate, or to prepare for resit assessments in other cases.

The focus of effective feedback in EFA is that students can use this to feedforward to assist in the preparation of future assessments. Faculty effective feedback guidelines are circulated to EFA colleagues. EFA's monthly Teaching and

Learning committee provides a good platform for course related discussion, the sharing of best practise, and ensuring a consistent approach across EFA's courses. Guidance on effective feedback is also provided during EFA School meetings and 'brown bag' lunchtime events.

Module leaders have employed a number of techniques to provide effective feedback including:

- Posting short videos providing generic feedback on the module VLE.
- During feedback week students are given the opportunity to book appointments with MLs and receive individual feedback either face to face or on MS Teams. For Level 6 modules these sessions are timetabled.

All assessments are designed to help students achieve the course learning outcomes as well as the defined module level outcomes. All assessments are mapped to demonstrate achievement of the course learning outcomes in Section 5 of this document.

The Course Director oversees the development of a semester-based assessment schedule which outlines when students will be taking assessments ensuring that assessments are not bunched for students both during the module and in the assessment period at the end of the semester. The assessment schedule is made available to students prior to the start of a semester and any exceptional changes to the course assessment schedule, once issued to students, must be agreed by the Associate Head Quality and Accreditation (School of EFA).

3.3 Graduate Attributes

Coventry University's Graduate Attributes are those skills, attributes and characteristics which will inform successful transition into, and lifelong engagement with a student's chosen career. The attributes are informed by the University Group Strategy 2030 values and define a Coventry graduate as: Communicate effectively, Act with integrity, Adapt approach, Think creatively, Get things done.

The attributes form a framework (Graduate Attributes Framework – GAF) which addresses multiple purposes. In the first case, the GAF enables students to identify the attributes they have developed during their programme of study. The GAF provides potential employers with a clear understanding of what to expect from a Coventry University graduate.

The GAF informs curriculum design and assessment strategy at each stage of a programme of study. In practice, the five attributes are embedded in all courses and each level, informing teaching and learning, and evidenced within the assessment strategy. Students may also develop attributes through engagement with extra-curricular activities.

Tables in Sections Five and Six illustrate the contextualised mapping of all Graduate Attributes within this course including where and how they will be assessed.

4 Student Experience and Support

The Faculty of Business and Law is committed to education which creates better futures for a diverse range of students from within the United Kingdom and across the world. We are proud of our mission of widening access while endeavouring to provide an excellent educational experience which leads to successful outcomes and creates a range of graduate opportunities. We do so across a wide spectrum of educational levels from foundation years through undergraduate, graduate and doctoral programmes. The faculty supports the teaching and learning principles of active, applied, social and inclusive learning and embedding Coventry University's Graduate Attributes.

The student support mechanisms are consistent with the University policies on Equality and Diversity. Student support mechanisms are detailed in the University Code of Practice on the Personal Support of Students. In addition, students studying for this degree will be supported through the following:

4.1 Course induction

A six-week induction to the course will be provided, and support in terms of teaching and learning, and particularly academic writing, good practice of academic conduct, will continue throughout the programme. The induction will include vital information about the course administration and management, course ethos, learning styles, how to use the VLE and the Library facilities, reflective learning, assignment preparation and socialisation to encourage cohesion and a positive student experience within the cohort. All induction sessions will be recorded and rolled out to later enrollers to ensure all students have equal opportunity to access the induction information.

4.2 Course specific physical resources

Students in FBL have access to a range of bespoke, innovative authentic learning spaces. These include:

- The Academic Trading Floor
- The DigiComm Lab
- The Business Simulation Suite
- The Moot Room

The principal learning space used on the BSc Accountancy course is the Academic Trading Floor which may be used by finance modules and for data retrieval for the Final Year Project module (6007EFA).

4.3 Faculty and University wide student support

We pride ourselves on having dedicated academic staff allocated to support all our students' academic and social needs with the aim of increasing the student's overall performance. In particular, in FBL students will have access to Academic Progress Coaches and Student Success Coaches available for both online and on-campus support sessions. Academic Progress Coaches and Student Success Coaches proactively contact and meet with students with poor engagement or resit assessments in order to help them engage successfully with their studies. The emphasis here is on early intervention to provide support for students before they submit their assessments and so improve first-time pass rates.

The course team will schedule coursework deadlines in a manner to avoid clustering and excessive pressure on students. Student engagement will be carefully monitored via attendance and non-attending students will be individually contacted and informed about the importance of attendance and reminded of the strong correlation between attendance and academic success. Students will be encouraged to actively participate in all class exercises and will be reminded of how active participation will enhance their learning experience. Regular student forum meetings will be held whereby students can voice any concerns and be appropriately dealt with by the course team.

At University level the range of student support can be found on the 'Students Portal', which has been designed as a 'one stop' to deal with the vast majority of academic issues that might arise. The main on-campus student support services are located in the Student Centre. Full information about these services can be found on the University's web site and include:

- Academic Registry
- Careers and Employability (Talent Team)
- Counselling
- Finance
- International Office
- Medical Centre
- Mental Health
- Nursery
- Recruitment and Admissions

- Spirituality and Faith
- Student Funding
- Students' Union Advice Centre
- Student Wellbeing
- Welfare and Disability

At Faculty and School level, additional student support includes:

- Academic and Pastoral Support
- Academic Progress Coaches
- Student Success Coaches
- Faculty Student Handbook
- Module Information Directory
- Student Course Handbook: provide information on course structure, assessment and regulation

Reasonable adjustments can be made to the teaching, learning, assessment and support of the course to maximise accessibility to students with disabilities. This will be done on an individual basis in consultation with the University Disabilities' Support Team. Students may discuss their needs with the course director, Faculty Learning Support Coordinator or any other member of staff with whom they feel comfortable. Support for students with specific learning difficulties is provided by the Welfare Disabilities Team.

4.4 Specific support for students on placement/professional training

Students on work placements/internships, both national and international, will be provided with proactive, personalised engagement and support through one-to-one appointments. Central to our work is making sure that students have good access to placement and job opportunities and all the support students need to secure these opportunities.

Throughout the course, students will have access to the Talent Team to develop their professional competence, which is their personalised, online environment to engage with career enhancing activities and resources with the Graduate Talent Team's professionally qualified team.

4.5 Research Enriched Learning

Research Enriched Learning (REL) is a thread that runs throughout FBL courses at every level and opportunities for students to engage with ongoing projects will bring an added dimension to student learning. Several members of the teaching team are active academic researchers. Opportunities for students to learn about conducting academic or business research are available throughout the course as follows:

- Students participate in research-led seminars.
- Certain modules include guest speakers and each year of the course features a guest speaker from the Centre for Financial and Corporate Integrity (CFCI).
- Learning and assessment on a number of modules encompasses the study and critique of research journal articles and, where relevant, CFCI publications in 3* and 4* journals are incorporated into the reading lists of modules.
- Several of EFA's Special Interest Groups (SIGs) are working on writing case studies that can be used in teaching and learning.
- EFA colleagues present their research and share research activities taking place in EFA at regular Developmental Webinars.
- The process of conducting research is outlined and practised in the Designing a Research Proposal and Project modules.

Section 5 Course Assessment Strategy Mapping by Module

Module	Brief assessment details	Assessment type *	Core/ Applied Core	Cred its	Graduate Attributes assessed **	Course Learning Outcomes									Submission ***
						1	2	3	4	5	6	7	8	9	Semester 1
Level 4															
Entrepreneurial Thinking (4005ICTE)	Assessment – Infographic / Poster	Artefact	AC	20	AA, TC, CE, GD, AI						✓	✓	✓	✓	Week 11
Principles of Financial Accounting (4009ACC)	Assessment 1 – Phase Test	TCA	C	5	CE	✓		✓		✓	✓		✓		Week 7
	Assessment 2 - Exam	TCA	AC	15	CE	✓		✓		✓	✓		✓		Week 13
Mathematics and Statistics (4012ACC)	Assessment 1 – On-line Assessment	TCA	C	5	TC, GD	✓	✓	✓		✓		✓	✓		Week 8
	Assessment 2 – Individual Coursework	Written	AC	15	TC, GD	✓	✓	✓		✓		✓	✓		Week 12
Level 5															
Financial Reporting (5018ACC)	Assessment 1 – Phase Test	TCA	AC	5	TC, CE, GD	✓	✓	✓		✓					Week 8
	Assessment 2 – Exam	TCA	AC	15	TC, CE, GD	✓	✓	✓		✓					Week 13
Financial Management (5021FIN)	Assessment 1 – Phase Test	TCA	AC	5	TC, GD		✓	✓	✓		✓	✓		✓	Week 6
	Assessment 2 – Exam	TCA	AC	15	TC, GD		✓	✓	✓		✓	✓		✓	Week 13
Financial Services (5022FIN)	Assessment 1 – Group Presentation	Live	C	5	AA, TC, CE	✓	✓		✓	✓	✓				Week 7
	Assessment 2 – Individual Essay	Written	AC	15	TC	✓	✓		✓	✓	✓				Week 12
Level 6															
Investment Analysis (6028FIN)	Assessment 1 – Phase Test	TCA	AC	5	TC, GD	✓	✓	✓				✓	✓		Week 6
	Assessment 2 – Exam	TCA	AC	15	TC, GD	✓	✓	✓				✓	✓		Week 13
	Assessment 1 – Phase Test	TCA	AC	5	TC, GD	✓		✓		✓	✓	✓	✓		Week 6

Audit and Internal Control (6020ACC)	Assessment 2 – Exam	TCA	AC	15	TC, GD	✓		✓		✓	✓	✓	✓		Week 13
Business Strategy (6019ACC)	Assessment 1 – Individual Coursework	Written	AC	5	AA, TC	✓	✓	✓	✓		✓	✓	✓	✓	Week 7
	Assessment 2 – Exam	TCA	AC	15	AA, TC	✓	✓	✓	✓		✓	✓	✓	✓	Week 13
Advanced Financial Reporting (6017ACC)	Assessment 1 – Time-constrained assessment	TCA	AC	5	TC, GD	✓	✓	✓		✓		✓			Week 8
	Assessment 2 – Exam	TCA	AC	15	TC, CE, GD	✓	✓	✓		✓		✓			Week 13
Portfolio Management (6029FIN)	Assessment 1 – Individual written assignment	Written	AC	10	TC, GD	✓	✓	✓	✓	✓	✓	✓	✓		Week 8
	Assessment 2 – Open-book time constrained assessment	TCA	AC	10	TC, GD	✓	✓	✓	✓	✓	✓	✓	✓		Week 12
International Finance (6030FIN)	Assessment 1 – Time-constrained assessment	TCA	AC	10		✓	✓	✓	✓	✓	✓	✓	✓		Week 7
	Assessment 2 – Individual report	Written	AC	10	AA, TC	✓	✓	✓	✓	✓	✓	✓	✓		Week 12
Corporate Financial Management (6012FIN)	Assessment 1 – Phase Test	TCA	AC	5	GD	✓	✓	✓	✓	✓					Week 7
	Assessment 2 - Exam	TCA	AC	15	TC, GD	✓	✓	✓	✓	✓					Week 13
															Semester 2
Level 4															
Business Economics (4013ECN)	Assessment 1 - Phase Test	TCA	C	10	AA, TC, AI	✓	✓	✓		✓		✓			Week 6
	Assessment 2 - Phase Test	TCA	AC	10	AA, TC, AI	✓	✓	✓		✓		✓			Week 12
Principles of Management Accounting (4010ACC)	Assessment 1 - Phase Test	TCA	C	5	AA, TC	✓	✓	✓	✓	✓	✓	✓			Week 7
	Assessment 2 - Exam	TCA	AC	15	AA, TC	✓	✓	✓	✓	✓	✓	✓			Week 13
Principles of Finance (4011FIN)	Assessment 1 - Individual assignment	Written	C	5	AA, TC	✓	✓	✓	✓	✓	✓	✓	✓	✓	Week 8
	Assessment 2 - Exam	TCA	AC	15	AA, TC	✓	✓	✓	✓	✓	✓	✓	✓	✓	Week 13
Level 5															
Designing a Research Proposal (5006ICTE)	Assessment 1 - Individual presentation	Live	AC	5	AA, TC	✓	✓			✓	✓	✓	✓	✓	Week 6
	Assessment 2 - Research proposal	Written	AC	15	AA, AI	✓	✓			✓	✓	✓	✓	✓	Week 11

Accounting Information Systems (5021ACC)	Assessment 1 – SAGE Test	TCA	AC	5		✓	✓	✓		✓	✓	✓	✓	✓	Week 7
	Assessment 2 - On-line Test	TCA	AC	15	TC, CE	✓	✓	✓		✓	✓	✓	✓	✓	Week 12
Management Accounting (5017ACC)	Assessment 1 – Case study assignment	Written	AC	5	TC, GD	✓	✓			✓	✓	✓		✓	Week 8
	Assessment 2 - Exam	TCA	AC	15	TC, CE, GD	✓	✓			✓	✓	✓		✓	Week 13
Level 6															
Advanced Management Accounting (6018ACC)	Assessment 1 – Individual assignment	Written	AC	5	TC, CE, GD	✓	✓		✓	✓		✓		✓	Week 8
	Assessment 2 - Exam	TCA	AC	15	TC, CE, GD	✓	✓		✓	✓		✓		✓	Week 13
Project Module (6007EFA)	Assessment 1 – Presentation	Live	C	10	AA, AI	✓	✓		✓	✓		✓		✓	Week 4
	Assessment 2 - Project report or dissertation	Written	AC	30	AA, AI	✓	✓		✓	✓		✓		✓	Week 13

*Assessment type to be selected from list of assessment categories in the '[Curriculum Transformation – Assessment Design](#)' guidance.

These are: Written; Live; Artefact; TCA; Composite; Portfolio

** All attributes must be assessed at all levels (4, 5 and 6)

Communicate effectively (CE)

Act with integrity (AI)

Adapt approach (AA)

Think creatively (TC)

Get things done (GD)

***Indicative as the running order is subject to change

Non-condonable modules	
The following modules receive exemption accreditation from PSRBs and are non-condonable :	
4009ACC	Principles of Financial Accounting
4010ACC	Principles of Management Accounting
4011FIN	Principles of Finance
4012ACC	Mathematics and Statistics
4013ECN	Business Economics
5021FIN	Financial Management
5017ACC	Management Accounting
5018ACC	Financial Reporting
6017ACC	Advanced Financial Reporting
6019ACC	Business Strategy
6012FIN	Corporate Financial Management
6018ACC	Advanced Management Accounting
6020ACC	Audit and Internal Control

Section 6 Graduate Attributes Mapping

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
Communicate effectively	Level 4 Has the ability to prepare effective and persuasive reports to influence management decision-making.	<p>Entrepreneurial Thinking Students will peer assess each other on the EntreComp framework - entrepreneurial competencies Assessment – Artefact (Portfolio – PDP & Reflective blog) reflect on peer assessment of their entrepreneurial competencies.</p> <p>Principles of Financial Accounting Students will analyse information needs of different stakeholder groups and understand how to prepare financial statements which are comprehensible and understandable by external users based on accounting standards, thereby developing their adaptability and presentation skills. Assessment – Test and exam require students to prepare financial statements that meet the communication style requirements of relevant stakeholders.</p>
	Level 5 Has the ability to apply appropriate accounting tools to a range of business situations and to assess and interpret the resulting financial information.	<p>Management Accounting Students will identify accounting and financial information needed by management to improve their business decision-making. Assessment – Exam requires students to present management accounting information comprehensible to relevant stakeholders.</p> <p>Financial Reporting Students will apply a range of accounting principles and standards to different business problems in order to communicate business progress effectively to</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>different stakeholders. This module will enhance students' communication and interpersonal skills.</p> <p>Assessment – Test and exam require students to prepare and interpret financial statements that meet the communication style requirements of relevant stakeholders.</p> <p>Financial Services Students will compare and analyse different financial services available in different countries.</p> <p>Assessment – Presentation requires students to provide comparative dimensions of financial services to wider audiences.</p> <p>Accounting Information Systems Students will use case studies based on real world scenarios or examples. This involves data entry, problem solving and analysis. They will apply accounting knowledge through business scenarios in a developmental way.</p> <p>Assessment – Coursework using SAP requires students to plan, forecast, direct and produce accurate set of reports integral to financial decision making. They are also required to summarise and present management information in a clear and comprehensible format.</p>
	Level 6 Has the skills to critically assess the needs of different users of accounting and financial information to provide persuasive analyses and effective business solutions.	<p>Advanced Management Accounting Students will engage in classroom activities including the design and implementation of solutions to case study problems and presentations of findings, allowing them to develop team working, communication and adaptability skills.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Assessment –Coursework and exam require information to be presented in a range of formats such as formal reports, slide presentations and guidance notes.</p> <p>Advanced Financial Reporting Students will apply a range of accounting principles and standards to different business problems in order to communicate business progress effectively to different stakeholders. This module will improve students’ communiation, team working and leadership skills.</p> <p>Assessment – Exam requires students to prepare consolidated financial statements that meet the communication style requirements of relevant stakeholders.</p>
Act with integrity	Level 4 Demonstrates knowledge of the potential impacts of business objectives on society and the environment.	<p>Entrepreneurial Thinking Students will discuss the role and importance of entrepreneurship in society</p> <p>Assessment – Artefact (Infographic) highlighting examples of entrepreneurship that is socially, ethically and economically responsible.</p> <p>Business Economics Students will discuss economic problems from the perspectives of different stakeholder groups, thereby developing students’ communication, creativity and leadership skills.</p> <p>Assessment – Tests will assess students’ understandings of economic problems from different stakeholder perspectives.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
	Level 5 Can assess the effects of ethical behaviour on business and financial decision making.	Designing a Research Proposal Case study examples of global issues / problems and attempts to propose sustainable solutions Assessment – Research proposal where students will need to identify a current, critical issue and analyse the possible impact on businesses - this will include economic, social and environmental impact.
	Level 6 Has the ability to critically evaluate the potential impacts of accounting practices on society and the environment and to propose measures to improve them.	Project Students will be provided with ethics workshops to understand ethical risks associated with research Assessment – Final year presentation and project requires students to review ethical concerns when collecting, analysing and presenting data.
Adapt approach	Level 4 Knowledgeable of accounting and finance concepts and standards utilised across the world. Recognises that Western concepts and standards may not be globally accepted.	Entrepreneurial Thinking Students will identify the unique approaches entrepreneurs in different countries employ Assessment – Artefact (Infographic) showcasing example of entrepreneurship around the world. Business Economics Students will apply their business economic knowledge and develop numeracy skills to analyse real-world economic situations. Assessment - Tests assessing students' knowledge about global economy. Principles of Management Accounting Students will work with peers to identify management accounting approaches for business decision making in complex global business environment while developing their teamworking skills.

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Assessment – Phase test and exam requiring students to analyse cases based on real-world management accounting problems.</p> <p>Principles of Finance Students will analyse global business finance situations to understand the importance of finance in an interconnected world.</p> <p>Assessment – Coursework and exam requiring students to apply finance theories to global case studies.</p>
	Level 5 Can assess the impact of national cultures and global events on accounting practices and activities through consideration of the impacts of cultures and global events on the suitability of accounting practices.	<p>Designing a Research Proposal Depending on the research topic selected, students will be exposed to global critical issues and sustainability challenges (e.g., sustainable development goals) and introduced to trading floor or databases where students can collect required data from difference sources, thereby enhancing their digital skills.</p> <p>Assessment – A presentation and research proposal based on contemporary global issues or challenges.</p> <p>Financial Services Students will be exposed to the importance of financial services in global economy and will be required to compare the UK financial services industry with that of another country.</p> <p>Assessment – Presentation requires students to compare the UK financial services with another country.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
	Level 6 Has the ability to critically evaluate the suitability of accounting standards and practices in global contexts. Can identify and critically assess the impacts of global events on accounting and business performance.	<p>Project Students will review accounting and finance literature and case studies based on real-world business events to appreciate potential inapplicability of theories and accounting standards and practices developed in dominant world economies in developing world and uncertain times. Assessment – A research project underpinned by professional and academic literature and real-world data.</p> <p>Business Strategy Students will analyse case studies about multinational companies and their business strategies Assessment – Coursework and exam questions based on challenges faced by businesses in complex and dynamic global business environment.</p> <p>International Finance Students will work with real-world global financial data from different industrial sectors. They will also be provided with opportunities to engage in COIL projects. Assessment –Coursework requires students to work with financial reports of 4 companies quoted on the London Stock Exchange from 2 different industrial sectors.</p>
Think creatively	Level 4 Knowledge of a variety of accounting techniques, finance tools, and business theories.	<p>Entrepreneurial Thinking students will discuss the importance of adopting an entrepreneurial mind-set and how to recover from setbacks. Assessment – Artefact (Infographic) highlighting importance of a growth mindset.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Business Economics Students will discuss business and economic theories using real-world case studies, where they are prepared to understand the importance of critical and analytical thinking skills when discussing the applicability of theories in practice. Assessment - Tests assessing students' knowledge about important applicability of prevalent business and economic theories in a global business environment.</p> <p>Principles of Management Accounting Students will analyse real-world management accounting problems and understand how existing approaches need to be adapted to resolve these problems, thereby enhancing not only their numeracy but analytical skills. Assessment – Test and exam require students to analyse cases based on real-world management accounting problems with varying levels of complexity.</p> <p>Principles of Finance Students will apply finance tools to conduct risk and return analyses of different financial investments, thereby understanding the importance of problem solving and critical thinking skills in real-world scenarios. Assessment – Coursework and exam require students to analyse risks and returns of different financial products.</p> <p>Mathematics and Statistics</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Students will apply mathematical and statistical techniques to real-world case studies and understand their importance of numeracy skills in decision making.</p> <p>Assessment – Test and coursework require students to apply mathematical and statistical techniques to solve financial and economic problems and assess different investment projects.</p>
	<p>Level 5 Has the ability to apply appropriate accounting tools to a range of business situations and to assess and interpret the resulting financial information.</p>	<p>Designing a Research Proposal Students will be provided with sessions on how to develop their critical and analytical skills to review key research and data within their chosen area of study</p> <p>Assessment – A presentation on the critical issue/global contemporary issues.</p> <p>Financial Management Students will learn about the function of capital markets, the trade off between risk and return, pricing of financial assets and the importance of finance in business operations, thereby enabling them to improve their problem solving skills.</p> <p>Assessment – Test and exam include questions that require assessing risk and return measurements and costs of capital, and apply analytical tools to questions which are based on real-world scenarios.</p> <p>Management Accounting Using case studies and building on their numeracy skills, students will identify relevant accounting and financial information for making business decisions.</p> <p>Assessment – Coursework requires students to critically analyse real-world scenario on capital budgeting decisions. Exam requires critical appraisal of management accounting concepts and techniques.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Financial Reporting Students will learn a range of accounting principles and their real-world applications with a mixture of real and specimen organisations used for reference while developing both numeracy and analytical skills. Assessment – Test and exam contain questions that require students to apply accounting principles to problems with different levels of complexity.</p> <p>Financial Services Students will compare different aspects of UK financial services industry with another country of choice -e.g. pensions, insurance, banking, investments, retirement planning. Assessment – Presentation and coursework (Report) - applied core require students to critically analyse the risks and returns of different financial services for both individuals and businesses.</p> <p>Accounting Information Systems Students are given case studies and business scenarios on a weekly basis which are intended to encourage them to test and practically apply their understanding of set accounting principles using software to organise data and process information for reporting. Students work in groups to present based on AIS topics to showcase their understanding of embracing technology coupled with business challenges. Assessment – Coursework using SAP - applied core require students to use accounting software to demonstrate understanding of how technologies can</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		support management and financial accounting decision-making.
	Level 6 Can critically assess the suitability of accounting standards and practices in a range of business situations and propose and justify solutions to problems in business performance.	<p>Advanced Financial Reporting Students will receive a set of problems on a weekly basis which are intended to encourage them to critically evaluate and apply their understanding of set accounting principles and their real-world application, with a mixture of real and specimen organisations used for reference. Assessment – Test and exam contains questions that require students to apply accounting principles to problems with various levels of complexity and propose or justify solutions to problems faced organisations.</p> <p>Business Strategy Students will get to apply business theories to real-world case studies and evaluate researched evidence that require critical thinking. Assessment - Coursework and exam require students to apply business theories to real-world case studies and develop their analytical and critical skills to evaluate business strategy issues.</p> <p>Corporate Financial Management Students will gain deeper understanding of the scope and nature of financial management issues that exist within modern corporations. Assessment – Exam includes questions that require critically assessing the risk management techniques employed by modern corporations.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Advanced Management Accounting Students will engage in classroom activities involving case studies in transfer pricing and variance analysis, critical appraisal of budgeting techniques within a business scenario, , thereby enhancing students’ resilience and develop problem solving and analytical skills.</p> <p>Assessment – Coursework requires critical appraisal of management controls in real-life business and recommendations for improvements. Exam includes case studies-based exam questions such as transfer pricing and variance analysis, and critical appraisal of concepts and techniques following pre-reading of journal articles.</p> <p>Investment Analysis Students will complete learning activities using real world financial markets data. Assessment –Phase and exam core require students to demonstrate critical thinking, analytical and problem solving skills through applying investment theories to case studies and questions based on real-world scenarios.</p> <p>Portfolio Management Students will analyse structures and performances of different financial markets and understand various theoretical aspects of investment analysis and portfolio management using real-time data. Assessment – Coursework and exam require students to demonstrate their understanding of advantages of</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>diversification, design and construct optimal portfolio and critically evaluate the performance of portfolios.</p> <p>International Finance Students will use real case scenarios and tools for understanding exchange rate risk hedging. Assessment – Coursework require students to apply financial theories to real-world cases and critically analyse their derived answers.</p> <p>Audit and Internal Control Students will analyse real-world case studies as "auditors' who have to provide the required procedures for an effective 'audit". They will develop problem solving skills to advise their clients effectively. Assessment – Test and exam require students to identify effective audit procedures and provide solutions and advice to relevant stakeholders.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
Get things done	Level 4 Can identify their own learning needs and plan for their future development requirements as accounting and finance professionals.	<p>Entrepreneurial Thinking Students will assess their own entrepreneurial skills and needs for development and reflect on their potential entrepreneurship growth path within their own discipline. Assessment – Artefact (Portfolio – PDP & Reflective blog) reflect on self-assessment of their entrepreneurial competencies.</p> <p>Mathematics and Statistics Students will apply mathematical and statistical techniques to real-world business problems with varying levels of complexity to become confident in presenting their findings, thereby developing their problem solving and analytical skills. Assessment – Test and coursework require students to apply mathematical and statistical techniques to solve financial and economic problems and assess different investment projects and present evidence-based solutions.</p>
	Level 5 Demonstrate applied knowledge of personal attributes such as confidence, creativity and motivation to solve complex accounting problems and support business decision-making.	<p>Financial Management Students will apply financial theory to advise corporations on the efficient utilisation of company assets and identify and assess the appropriateness of both long- and short-term sources of finance. Through lectures and seminars, students will be developing their problem solving, communication and interpersonal skills. Assessment – Test and Final Exam require students to appraise the operation of financial markets and evaluate and apply a range of concepts and analytical</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>tools to answer financial problems with different levels of complexity.</p> <p>Management Accounting Using case studies, students will identify challenges faced by organisations in complex and dynamic global business environment and propose efficient and effective solutions to management with confidence and creativity, thus enabling them to develop their creativity, interpersonal and communication skills further.</p> <p>Assessment – Exam includes unseen questions and data used by students to make economic decisions in the area of management accounting. Coursework - requires students to analyse complex information on real-life scenarios from a variety of sources to analyse problems and design effective solutions.</p> <p>Financial Reporting Students will apply accounting theories and standards to problems with different levels of complexity</p> <p>Assessment – Test and exam require students to apply accounting standards and guidelines to accounting problems with different levels of complexity to ensure that they become confident in preparing financial statements that meet the information need of relevant stakeholders. In the processs, students will develop creativity, problem solving and analytical skills.</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
	<p>Level 6 Can analyse business problems and select from a wide range of data sources and methodologies in order to generate findings and design solutions to meet the needs of different business stakeholders.</p>	<p>Corporate Financial Management Students will apply financial theory to advise corporations on the efficient utilisation of company assets and identify and assess the appropriateness of both long- and short-term sources of finance, thereby improving students' problem solving, analytical and adaptability skills. Assessment – Coursework and exam require students to applied theories related to financial planning and strategy, and risk management techniques to cases based on real-world scenarios which are often complex and challenging.</p> <p>Advanced Management Accounting Students will participate in classroom activities including the design and implementation of solutions to case study problems and presentations of findings. These activities will also provide students with opportunities to develop their communication, interpersonal, adaptability, resilience and problem solving skills. Assessment –Coursework requires students to analyse complex information on real-life scenarios from a variety of sometimes conflicting sources to analyse problems and design effective solutions. Exam requires students to tackle previous unseen situations and data to devise solutions to problems, and exam questions that require students to analyse and appraise evidence from different research sources (pre-announced) in order to design and justify solutions to problems.</p> <p>Investment Analysis</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>Students will be provided with different investment valuation and risk analysis techniques to critically analyse and confidently suggest potential solutions to mitigate risks, thereby improving their problem solving and analytical skills.</p> <p>Assessment – Test and exam require students to provide evidence of wider reading in their answers to complex questions.</p> <p>Portfolio Management Students will apply different tools for portfolio management to real-world case scenarios to identify optimal portfolio for businesses.</p> <p>Assessment – Coursework and exam require students to apply different portfolio management techniques to become confident in critically evaluate risks and returns of different portfolios for investors with different levels of risk acceptance.</p> <p>Advanced Financial Reporting Students will work on financial reporting problems with different levels of complexity.</p> <p>Assessment – Test and exam require students to apply accounting standards and guidelines to accounting problems with different levels of complexity to ensure that they become confident in preparing financial statements that meet the information need of relevant stakeholders.</p> <p>Audit and Internal Control Using real-world case studies, student will identify relevant audit procedures. Students will have opportunities to work on COIL projects and to mentor</p>

University Graduate Attribute *	Graduate Attribute outcomes – by level (delete rows as appropriate)	Outline teaching, learning and assessment strategies that will be used to embed the attributes and demonstrate development through the programme
		<p>and be mentored by the South African students as they are a year ahead in terms of the audit theory. These activities will enhance students' interpersonal, communication and problem solving skills.</p> <p>Assessment – Test requires students to analyse complex information related to real-world auditing case studies. Exam contains questions require students to read the auditing case study and devise solutions with regards to different systems in a company from a control perspective.</p>