



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England		
Delivery Location	University of the West of England		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Business and Law		
Department responsible for programme	BBS: Accounting Economics and Finance		
Modular Scheme Title	Bristol Business School Undergraduate Scheme		
Professional Statutory or Regulatory Body Links	Association of Chartered Certified Accountants (ACCA) Chartered Insurance Institute (CII)		
Highest Award Title	BA(Hons) Business Management with Accounting and Finance		
Default Award Title	N/A		
Interim Award Titles	BA Business Management with Accounting and Finance DipHE Business Management with Accounting and Finance CertHE Business and Management		
UWE Progression Route			
Mode(s) of Delivery	Sandwich (UWE only) , Full-time, Foundation		
Codes	<b>UCAS:</b>	<b>JACS:</b>	
	<b>ISIS2: N1N4</b> Foundation codes NN4F(SW), NN4F13 (FT)	<b>HESA:</b>	
Relevant QAA Subject Benchmark Statements			
First CAP Approval Date	March 2012	Valid from	September 2013
Revision CAP Approval Date	15 December 2016	Revised with effect from	September 2017
Version	1		
Review Date	September 2019		

Part 2: Educational Aims of the Programme
<p>The BA (Hons) Business Management with Accounting &amp; Finance offers students a current and integrated business education covering the main disciplines and operational areas of business as well as the development of knowledge, skills and attributes relevant to an accounting and finance specialism.</p> <p>The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues</p>

## **Part 2: Educational Aims of the Programme**

of ethics & ethical decision making, sustainability and global citizenship are embedded throughout. The programme actively seeks input from the external environment and student learning is grounded in the external context wherever appropriate through, e.g. external speakers; assessments that require students opportunities to test out concepts in practice and reflections on own experience of organisations. In addition, all students are encouraged by the curriculum into actively pursuing work experience of some sort i.e. via placement, internship, or volunteering. Student achievement is supported by a clear personal development strand of transferable skills and 'brain habits' over all three levels that facilitates the transition into Higher Education and which underpins employability and lifelong learning.

The programme aims to enable students to:

- acquire a critical understanding of organisations, their management and the changing external environment in which they operate;
- be equipped with the employability attributes and skills necessary for a career in a wide variety of business, management or accounting & finance related roles, including self employment.
- Be enterprising and develop an analytical and enquiring approach in the analysis of business problems so that considered and appropriate conclusions are drawn – which can be communicated effectively in a variety of forms;
- have an informed understanding of critical contemporary business issues and theoretical debates, including ethics & ethical decision-making, sustainability and global citizenship;
- work with academic theory in practice;

develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.

## **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

This course provides a comprehensive business education, with a specialist focus on accounting and finance, equipping students with knowledge and skills for a successful career in a complex business world. It offers a broad range of modules to support students in their future career aspirations. Successful completion of the programme requires students to be independent, enterprising, analytical and critical, to work effectively within teams and to demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It requires a broad theoretical and practical knowledge of a range of business and financial functions and the broader international business environment.

	UMCDKJ-30-0	UMCDKK-30-0	UMEDKL-30-0	UJUUL7-30-0	UMCDMX-15-1	UMADMY-15-1	UMED8J-15-2	UMCDMT-15-1	UMED8D-15-1	UMPDN9-15-1	UMOD64-15-1	UMK6K-15-1	UMPD3-15-2	UMCDMD-15-2	UMAD5J-15-2	UMAD5L-15-2	UMMD7L-15-2	UMCDM8-15-2	UMSD7U-15-3	UMODML-15-3	UMAD5S-15-3	UMSDMK-15-3	Project Modules	Projects
<b>A) Knowledge and understanding of:</b>																								
1. The global business environment									X															
2. The nature of markets and customers and the role of marketing.												X										X		
3. The use of accounting and the sources, uses and management of finance.						X		X								X					X	X		
4. The nature of organisations, work and management.					X						X		X		X	X	X				X			
5. The management and development of people											X		X		X						X		X	
6. The management of resources and operations								X							X		X			X	X	X		
7. The management of information systems and use of communication and information technology					X			X									X	X					X	
8. Business policy and strategy								X				X					X		X		X			
9. Quantitative methods for managerial applications.					X	X	X		X	X				X				X						
10. Business and management research										X				X				X					X	X
11. Ethics & ethical decision making; sustainability & global citizenship					X	X			X	X		X		X	X							X		X
12. Knowledge appropriate to programme subject specialism					X	X	X	X						X	X	X					X	X	X	X
<b>(B) Intellectual Skills</b>																								
1. Gather and critically evaluate evidence and information from a range of sources.					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Be enterprising and identify and analyse business problems in a range of contexts using appropriate concepts and frameworks.					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Apply these skills in a range of complex and unpredictable contexts													X	X	X	X		X	X	X	X	X	X	

Learning Outcomes	UMCDKJ-30-0	UMCDKK-30-0	UMEDKL-30-0	UJUUL7-30-0	UMCDMX-15-1	UMADMY-15-1	UMED8J-15-2	UMCDMT-15-1	UMED8D-15-1	UMPDN9-15-1	UMOD64-15-1	UMKD6K-15-1	UMPD3-15-2	UMCDMD-15-2	UMAD5J-15-2	UMAD5L-15-2	UMMD7L-15-2	UMCDM8-15-2	UMSD7U-15-3	UMODML-15-3	UMAD5S-15-3	UMSDMK-15-3	Project Modules	Projects
<b>(C) Subject/Professional/Practical Skills</b>																								
1. Carry out a business and management research programme														x				x					x	x
2. Write management reports					x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x			X
3. Contribute effectively to group projects and deliver presentations					x			x			x		x	x						x		x		
4. Select and use subject specific tools and techniques					x	x	x	x	x			x	x	x	x		x	x	x			x	x	
5. Develop professional identity and subject expertise relevant to degree programme					x	x			x				x		x			x		x	x	x	x	x
<b>(D) Transferable skills and other attributes</b>																								
1. Work effectively alone.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
2. Work effectively in groups.	x	x		x	X	x		x	x	x	X	x	x	x	x	x	x	x	x	X	x	x		x
3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages.	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
4. Extract, process and present numerical information for a given purpose.	x		x		X	x	x	X	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x
5. Use information technology.	x		x		X		x	x	x	x	x	x	x			x	x	X	x	x	x	x	x	x
6. Manage own time and workload and take responsibility for own learning.	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
7. Be enterprising and embrace change, recognise opportunity	x				x	x		x	x	x	x	x	x			x	x	x	x	x	x	x		X
8. Reflect on own performance and respond positively to feedback.	x				x			x	x	x	x	x	x			x	x	x	x	x	x	x	x	X
9. Transfer knowledge and skills across different settings.	x	x	x	x	x			x	x	x	x	x	x			x	x	x	X	X	x	x	x	X
10. Develop a strong sense of self and the life-long learning skills to make an ongoing contribution to society at large.	x	x	x	x									X	x						X		x	x	



#### 4: Student Learning and Student Support

##### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme that, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Business Management with Accounting & Finance programme teaching is a mix of scheduled, independent and placement learning. For the BA (Hons) Business Management with Accounting & Finance:

**Scheduled learning** includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning** For students on the sandwich programme this is either:

- **Placement option** – a significant period of paid employment or self-employment. A typical placement lasts for 40 weeks or more, although shorter periods in employment may also be possible subject to meeting the academic requirements of the placement module.
- **Study Year Abroad option** - Two semesters of study at a partner institution abroad.

##### Description of the teaching resources provided for students

###### Learning Resources

All modules make use of Blackboard for web-enhanced delivery to at least the recommended minimum standard and for communications with students. All modules have teaching/learning resource booklets and most have set texts in accordance with the university's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Students are directed towards the University Library online MySkills resource for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self-directed online tutorials. At UWE, there is also an extensive programme of regular workshops including referencing management, database searching and finding journal articles. The UWE library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and Wi-Fi. Most databases are also available off campus and at UWE, supported by the online library enquiry service.

###### Student Support & Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders, and for more general academic and professional concerns, by Programme Managers.

At UWE, at each level students are supported by Academic Personal Tutors, an academic member of

#### 4: Student Learning and Student Support

staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues. In addition, students can seek support from the Faculty's Academic Success Centre, an initiative intended to support the learning of all students within the faculty by offering one-to-one appointments to discuss individual learning issues and workshops covering a range of topics relevant to learning.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

The UWE Careers Placement Support Team provides extensive support for students in preparation for their placement period and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

All students take part in an Induction programme at the start of their studies. Separate induction events are arranged for students who arrive as direct entrants at levels 2 & 3.

All new students are provided with a short Student Handbook to help them through their first weeks at university and to act a guide to the complex information environment in which they now find themselves. Together with the student portal myUWE, the university's Essential Student Information web pages provide support and the more detailed and up to date information to students.

An important part of the programme is the involvement of students. Two or three student representatives are elected to serve on the Student Representatives & Staff Forum meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. The meetings are arranged by cluster group and are chaired by programme managers. The aim of the meetings is to discuss issues raised by students in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward by programme managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is coordinated centrally through Disability Services. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;

#### 4: Student Learning and Student Support

- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with UK visas.

Student support as far as module delivery, content and assessment, is provided directly by the Module Leader, the Course Leaders and the Dean of Academic Affairs.

Issues such as extenuating circumstances, progression counselling, issues such as problems with studying, meeting deadlines, are supported by the Registrar.

Matters related to ill health, financial support, employability, government funding, verification letters and student residence are dealt by the Student Affairs Officer.

The college organizes an induction programme at the beginning of the new academic year. The induction programme addresses first year of entry students as well as transfer students into the second and third year courses. All students receive the *Student Handbook* as a general guidance on their academic experience. During the induction programme an important role is played by the Student Committee. The Student Committee organizes meetings and events to discuss issues raised by students and to further promote the college experience. Questions or issues raised during the meetings are brought to the Student Affairs Officer and the Course Leaders.

All members of staff are briefed on the needs of disabled students at the start of the academic year and specialist training is provided as appropriate. A team of staff with expertise in working with people with learning difficulties and disabilities is also at hand.

Additional assistance such as, a sign language communicator, a communications support worker, a note-taker and mobility assistance, amongst others can be arranged if necessary. Early notification of the College is recommended to ensure sufficient time is available to determine the student's requirements and make the necessary arrangements.

Study skills sessions are part of the curriculum and aid students to reflect on their current skills and learn new ones. The sessions cover subjects like exam techniques, note taking, plagiarism, referencing, researching on the internet, revision skills, time management, and presentation skills. Seminars related to enhancing concentration, memory and time management, as well as improving self-confidence take place from time to time in accordance with the needs of the students and their workload.

The college has developed a network of collaborations within the professional industry. The aim of the network is to help students and graduates to improve their employability prospects.

Student exhibitions and the final show are events organized by the college, in collaboration with students, so that people from the industry review students' work first hand.

Guest speakers and visitors from the industry have direct contact with students and staff throughout the semester as well as during the assessment weeks.

#### Description of Distinctive Features and Support

The overarching aim of the Faculty's Learning Teaching & Assessment Strategy is *'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*.

The supporting objectives of the strategy are the:



#### 4: Student Learning and Student Support

- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
- provision of effective support for students making the transition to learning at UWE
- provision of effective and ongoing developmental support for all staff
- use of effective strategies for assessment for learning

#### Curriculum Design Content & Organization

The programme is delivered within the Business School Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. At level 0 students study 2 x 30 credit modules in each semester. In each semester at level 1 and 2 students study 4 x 15 credit modules. Students therefore study 60 credits (4 modules) each semester and 120 credits per level. In the final year there is a year long double weighted (30 credit) project module.

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress through each level; in relation to knowledge and understanding, cognitive, subject-specific and study skills.

The programme utilizes a first year that is common with the majority of the programmes of the Undergraduate Scheme, this allows students the maximum flexibility to transfer in or out of this programme and to pursue the course of study that is most appropriate to their emergent subject and/or professional interests.

- In Level 0 the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future professional lives of the disciplines of law, economics, accounting and business and management. Becoming a Professional UJUUL9-30-0 will act as a "spine" to the year, supporting the other three modules through a reflective portfolio and three integrative project weeks. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and much of the scheduled class time will be spent in technology enhanced active learning (TEAL) rooms
- Level One provides students with a general business foundation to enable them to develop the skills and underpinning disciplinary areas for subsequent levels of study.
- Level Two is structured around the key functional areas of business. In addition students can select one option from three strands of economics: development economics, environmental economics and international economics. These modules are designed to compliment elements of the core modules. They allow students to start to specialise around their particular area of interest. Students also develop research skills that link to the Level 3 Project.
- Level Three has been designed to integrate the academic knowledge gained in the first two levels of study to enable students to gain a deep understanding of the inter-disciplinary nature of business. Integration is in part achieved through the choice of Level 3 project, which range from a more traditional dissertation project in the Critical Business Enquiry Project to an applied Work-based Enquiry Project (based on Placement or concurrent work experience). In addition students have two optional modules to select, which focus on specific economic areas of interest and can follow on from module choices at Level 2. These optional modules allow level three students to develop a deep understanding of the areas of business and Accounting & Finance in which they have a specialist interest.

#### 4: Student Learning and Student Support

##### Teaching, Learning & Assessment

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face to face learning in large and small groups (lectures and seminars/ workshops) supported by on-line learning Blackboard, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups - with the level of this independence increasing as the student moves from level one to level three.

Included within the programme is a clear personal development strand of transferable skills and "brain habits" of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These Personal and Academic Literacies – study, research, and employability skills – are developed at all levels of the programme:

	Personal and Professional Strand (Employability)	Enquiry Strand (Research & Academic Skills development)
Level 1	Introduction to Management	Accounting and Finance in Society
Level 2	Managing People and Corporate Finance	Business Research methods and Introductory Research Project
Level 3	Accounting for Managers	Work-based Enquiry Project or Applied Business Project or Critical Business Enquiry Project or Business Project

Subject specific and transferable skills are further developed throughout the programme and in more depth in identified modules i.e. analytical and interpretive skills (eg *Strategic management*), numeric and problem-solving skills (eg *Managerial Accounting and Finance*) and self-reflective capabilities (eg *Managing People*).

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. A final year project allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner. A final year capstone module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations.

All sandwich students will undertake a work placement of a minimum of 40 weeks normally in an area of a business related to the specialism of the degree and this provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to Placements there are opportunities for Study Year Abroad in a number of partner

#### 4: Student Learning and Student Support

institutions who are able to offer relevant Business courses in English. Students are allocated to these places through a competitive process.

During Placement or Study Year Abroad students complete one 15 credit Level 3 module (*Learning, Enquiry & Development on Placement* or *Learning & Development on Study Year Abroad*).

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their life-long learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:

- At level 0, a sound grasp of the academic skills needed for success in higher education
- At level 1, a sound knowledge of the basic concepts of a subject.
- At level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, dissertations, personal development portfolios and employer and self-assessment of the placement.

#### Part 5: Assessment


Approved to [University Regulations and Procedures](#)

**Part 6: Programme Structure**

BA (Hons) Business Management with Accounting and Finance (UWE)

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical Foundation **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules.

Students will normally be required to pass all the level 0 modules in order to progress to level 1.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Level 0	UJUUL9-30-0 Becoming a Professional  UMCDKK-30-0 Introduction to Organisations, Enterprise and Management  UMEDKL-30-0 Economics and Accounting for the Real World  UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context	There are no optional modules at level 0	N/A
	Level 1	UMCDMX-15-1 Introduction to Management (15 credits)  UMADMY-15-1 Financial Accounting 1 (15 credits)  UMED8D-15-1 Economic Principles in a Contemporary Context (AEF) (15 credits)  UMOD64-15-1 Understanding Organisations and People (AEF) (15 credits)  UMKD6K-15-1 Understanding the Principles of Marketing (AEF) (15 credits)  UMED8J-15-1 Statistics and Data Management (15 credits)  UMPDN9-15-1 Accounting and Finance in Society (15 credits)  UMCDMT-15-1 Enterprise and Entrepreneurship (15 credits)	There are no optional modules at level 1	CertHE Business and Management  <i>Credit requirements:</i> 240 credits At least 100 credits at level 1 or above. 120 credits at level 0.

	<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>
Level 2	UMPDM3-15-2 Managing People (AEF) (15 credits)  UMAD5J-15-2 Management and Cost Accounting (15 credits)  UMADNB-15-2 Financial Accounting 2  UMCDM8-15-2 Research Methods for Business (AEF) (15 credits)  UMCDMD-15-2 Introductory Research project AEF (15 Credits)  UMMD7L-15-2 Managing Business Processes (AEF) (15 credits)  UMAD5L-15-2 Corporate Finance	One option to be selected from: : (subject to availability)  UMAD5G-15-2 Principles of Taxation  UMAD5M-15-2 Market Analysis for Private Investors  UJUJ4-15-2 Business Law  UMAD5N-15-2 Credit Management Theory & Practice  UMED8U-15-2 Good Business, Bad Business and Sustainability OR UMADHV-15-2 Governance and Accountability	DipHE Business Management with Accounting and Finance  <i>Credit requirements:</i> 360 credits. At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.

**Placement or Study Year Abroad (SYA)**

Students on the sandwich route of the programme (SW) must choose and pass one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:

1. Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree.

During this time students must complete the 15 credit level 3 module, Placement Learning UMCDN5-15-3. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

2. Study Year Abroad, which consists of two semesters of study at a partner institution abroad.

During this time students must complete the 15 credit level 3 module, Learning and Development on Study Year Abroad (UMCD9Y-15-3). This modules assesses assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying.

In addition, whilst at the partner institution students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules related to their programme of study at UWE with a further 5-10 ECTS in the language of the host country. If the advent of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams.

**To be eligible for either Placement or SYA students would normally be expected to have passed a minimum of 330 credits**

Level 3	<p><b>Compulsory Modules</b></p> <p>UMCD9T-30-3 Work-based Enquiry Project (30 credits) OR UMCD9W-30-3 Critical Business Enquiry Project (30 credits) OR UMCDHU-30-3 Applied Business Project OR UMCDF5-30-3 Business Project</p> <p>UMSD7U-15-3 Strategic Management (AEF) (15 credits)</p> <p>UMAD5S-15-3 Accounting for Managers (15 credits)</p> <p>UMODML-15-3 Managing Organisational Change (AEF) (15 credits)</p> <p>UMSDMK-15-3 Integrated Business Simulation (15 credits)</p>	<p><b>Optional Modules</b></p> <p>Two options should be selected from: (subject to availability)</p> <p>UMAD5R-15-3 Personal Financial Planning</p> <p>UMAD5X-15-3 Investment Management</p> <p>UMAD5T-15-3 International Financial Management</p> <p>UMAD5W-15-3 Credit Risk Analysis and Management</p> <p>UMSD7W-15-3 International Business in the Emerging Markets</p> <p>UJUUKY-15-3 Financial Crime</p> <p>UMADKB-15-3 Islamic Banking and Finance</p> <p>UMADHW-15-3 Auditing</p> <p>UMADHS-15-3 Further Tax Theory and Practice</p> <p>UMCDKM-15-3 Work Integrated Learning</p> <p>Students who have completed a Placement or SYA (and passed the relevant modules) are only required to select one option up to a maximum credit value of 15 credits.</p>	<p><b>Interim Award</b></p> <p>BA Business Management with Accounting &amp; Finance</p> <p><i>Credit requirements:</i> 420 credits</p> <p>At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p> <p><b>Target/Highest Award:</b> BA(Hons) Business Management with Accounting &amp; Finance</p> <p><i>Credit requirements:</i> 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p>

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

International students seeking direct entry into level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements  
Business & Management

University strategies and policies

- University's 2020 Strategy
- UWE Charter

Faculty strategies and policies:

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects

- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

Employer interaction and feedback

- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

**FOR OFFICE USE ONLY**

First CAP Approval Date	15 December 2016 <a href="#">link to RIA</a>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<a href="#">Link to RIA</a>
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				