



CORPORATE AND 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, Frenchay	
Faculty responsible for programme	Faculty of Business and Law	
Department responsible for programme	<i>Bristol Business School</i>	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links		
Highest Award Title	BA (Hons) Business Accounting	
Default Award Title	<i>n/a</i>	
Fall-back Award Title	<i>n/a.</i>	
Interim Award Titles	BA Business Accounting DipHE Accounting and Finance CertHE Accounting and Finance	
UWE Progression Route		
Mode(s) of Delivery	FT	
Codes	UCAS:	JACS:
	ISIS2: N420 N42L (SW), N42L13(FT)	HESA:
Relevant QAA Subject Benchmark Statements	Accounting	
CAP Approval Date	22 May 2014	
Valid from	<i>September 2014</i>	
Valid until Date	<i>September 2020</i>	
Version	2	

## Part 2: Educational Aims of the Programme

**This programme is only available to students through transfer at level 3. It is not available as the target award at level 1 entry.**

BA (Hons) Business Accounting has been developed as an alternative to the final year of the BA (Hons) Accounting and Finance programme (BAAF). The BAAF programme attracts maximum exemptions from professional accounting bodies and must therefore comply with their standards. This involves the students following a syllabus of certain prescribed modules and ensuring that at least 50% of the assessment is by closed book exam which must follow a prescribed syllabus. In addition the professional body regulations do not allow marginal fails on any core or exemption bearing modules to be condoned.

The purpose of this degree is to help students who are not concerned with obtaining maximum professional exemptions through their degree and/or are unable to achieve a clear pass in core modules at level 2 of BAAF.

At the end of level 2 students can opt to transfer to BA Hons Business Accounting where they will be able to follow a more flexible programme (that will not attract maximum professional body exemptions) and also to be condoned on marginal fail in core accounting modules. Students who demonstrate weakness in core accounting modules at level 2 will be specifically offered this route (although transfer will be optional).

The degree is therefore suitable for a student who wishes to gain an understanding of accounting, but may not necessarily wish to follow a career as a professional accountant.

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

Students must demonstrate competence across a strong foundation in accounting and finance at levels 1 and 2. At level 3 students may choose a pathway in the core areas of either financial accounting or management accounting with a range of option choices that support and complement their specialization. They are required to complete a final year research project. This qualification gives exemptions from professional body examinations on a paper by paper basis rather than the automatic exemptions which can be secured through its sister programme BA (Hons) Accounting and Finance.

### Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

*The Learning Outcomes should be set out under the following four headings:*

*A. Knowledge and Understanding (subject specific)*

*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*

*B. Intellectual Skills (generic)*

*Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.*

*C. Subject/Professional/Practical Skills (subject specific)*

*Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.*

*D. Transferable Skills and other attributes (generic)*

*An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.*

*Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme,*

Part 3: Learning Outcomes of the Programme																		
Learning Outcomes:	UMAD4X-30-1	UMAD4Y-30-1	UMED&J-15-1	UMAD9B-15-1	UMED8D-15-1	UMAD9C-15-1	UMAD5F-30-2	UMAD5E-30-2	UMAD5L-15-2	UMAD5N-15-2	UMAD5G-15-2	UJUJ4-15-2	UMED8U-15-2	UMAD5M-15-2	UMCDFS-30-3 YMCD9W-30-3	UMAD5V-15-3	UMAD5Q-15-3	UMAD5R-15-3
<b>A) Knowledge and understanding of:</b>																		
Business organisations, how they are organised, financed and managed, and the dynamic environment in which they operate, including the major economic, legal, political, social, international, and cultural forces and their influences.	√	√		√	√		√	√	√							√	√	√
The current and alternative regulatory frameworks which govern financial reporting	√						√				√					√		
The techniques and analytical tools used in the production of financial information for planning, decision making and control within organisations.	√	√					√	√	√		√						√	√
The theoretical framework for understanding the relationship between business organisations and their financial markets.						X			√									√
Ethical frameworks for financial decision making						X	√											√
The key features of accounting information systems; their purpose, operation, product and relationships	√	√						√										
The basic concepts underlying the application of IT in support of the collection, processing and production of information.		√	√			√												
The application of quantitative methods and statistics to business problems		√	√					√			√						√	√



Part 3: Learning Outcomes of the Programme																		
Learning Outcomes	UMAD4X-30-1	UMAD4Y-30-1	UMED8J-15-1	UMAD9B-15-1	UMED8D-15-1	UMAD9C-15-1	UMAD5F-30-2	UMAD5E-30-2	UMAD5L-15-2	UMAD5N-15-2	UMAD5G-15-2	UJUUJ4-15-2	UMED8U-15-2	UMAD5M-15-2	UMCDFS-30-3 YMCD9W-30-3	UMAD5V-15-3	UMAD5Q-15-3	UMAD5R-15-3
Choose and apply appropriate techniques for estimating the value of business organizations and their underlying assets														√				√
Identify, select and use appropriate techniques for evaluating the performance of business organisations	√						√	√						√			√	√
Design financial reporting systems relevant to organisational contexts	√	√						√						√			√	
Identify and take account of the organisational, motivational and ethical issues underpinning the production, presentation, interpretation and evaluation of financial information	√	√		√			√	√						√			√	
<b>(D) Transferable skills and other attributes</b>																		
Present, discuss and defend ideas, concepts and views effectively through written and spoken communication							√	√	√						√			
Extract, process and present numerical information for a given purpose	√	√	√				√	√	√						√	√	√	√
Use IT competently (general IT skills including use of standard word processing packages, internet, data bases, spreadsheets and specialist accounting software).	√	√					√	√	√						√	√	√	√
Work co-operatively in groups, share decision making and negotiate with others	√						√		√									
Act independently in planning and undertaking tasks, manage and reflect on own learning and performance and seek and make use of feedback	√	√	√	√	√	√	√	√						√	√	√	√	√

## Part 4: Student Learning and Student Support

### TEACHING, LEARNING AND ASSESSMENT

The teaching, learning and assessment strategy of Faculty of Business and Law (and its collaborating faculties) encourages students to take responsibility for 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 achieve.

Within this framework, the distinctive features of the teaching, learning and assessment strategies of this programme are as follows:

- The need to balance the rigour of academic learning with the vocational expectations of students and employers;
- the constraints imposed on assessment by professional validating bodies (see below); and
- the objective of developing the students' abilities to become independent learners and take increasing responsibility for their learning as they progress from Level 1 to Level 3.

To achieve this, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme with the level of independence increasing as the student moves from Level 1 to Level 3.

Subject specific, professional and transferable skills are developed in skill-based sessions in identified modules (refer to Section 3C and 3D above). The teaching and learning methods used in the programme seek to challenge the existing perspectives of the students and encourage creative and critical thinking. Many of the approaches used, including those that are based on case scenarios, present concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also present a variety of challenges to students.

Teaching is based on academic, professional and research literature, supported by professional experience, and significant use of debate and discussion. Through didactic pedagogy, students are challenged to defend their ideas and views.

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 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 & Development on Placement* or *Learning & Development on Study Year Abroad*).

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts theories and practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to enhance their life-long learning skills.

The faculty supports the University's 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

## Part 4: Student Learning and Student Support

examinations, presentations, in-class tests, self and peer assessments, individual and group projects, as well as employer assessment and self-assessment of the placement.

### LEARNING RESOURCES

All modules have teaching and learning resource study packs / materials and recommended core texts. Additional support resources are provided through library and ICT facilities. Modules are also supported by web-based facilities. Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the 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 the module handbook and/or via Blackboard

### Student Support and 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 each level students are supported by Academic Personal Tutors, an academic member of 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



#### Part 4: Student Learning and Student Support

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;
- 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

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:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

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

**Scheduled learning** includes lectures, seminars/workshops, "lectorials" (a mixture of lecture and seminar), 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, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

#### Description of any Distinctive Features

This programme is designed in support of the Teaching, Learning and Assessment Strategy of the Business School, which has five key strands. They are:

1. The development of autonomous learners.
2. Provision of learning opportunities, which are personally and professionally relevant and quality assured.
3. The maintenance of a supportive learning environment.
4. The promotion of the scholarship of teaching.
5. The provision of continuing professional development opportunities for all staff within a culture of reflective practice

## Part 4: Student Learning and Student Support

### CURRICULUM DESIGN, CONTENT AND ORGANISATION

The design of the programme structure has been informed by the Quality Assurance Agency's (QAA) Accounting Subject Benchmark Statements. The programme is delivered within a modular scheme, which allows credit accumulation and flexibility in the student learning process. The BBS undergraduate provision is organised around 20 credit modules, with the exception of the final year where the "Business Project" or "Independent Study Project" modules both carry 40 credits. Therefore, students study 6 modules at Levels 1 and 2, and 5 modules at Level 3. The modules are taught as 'long thin' modules. This means that they are taught across the whole of the academic year, teaching in periods one and two, with examinations in teaching period three. 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.

Level 1 introduces students to the basic theories, techniques and practices in accounting, as well as the global business environment in which organisations operate, the nature of these organisations and the management and development of the human resources therein. There is also an emphasis on the development of skills in the use of IT and statistical methods in the context of accounting. Level 2 is structured around the development of key areas in the specialist compulsory modules of financial accounting, management accounting and corporate finance. In addition, students have the opportunity to select related option modules which focus on their particular area of interest (refer to Section 4 above). Level 3 allows students the flexibility to choose one area of accounting that they are interested in together with a broader range of business modules. Students are also required to write a thesis which will test their ability to apply the theory they have learned in university to practical situations.

Teaching contact is designed to develop the students' abilities to become independent learners and to undertake increasing responsibility for their learning as they progress from Level 1 to Level 3. Consequently, a Level 1 module would normally be delivered through a lecture and a workshop / tutorial each week. At Level 2 and Level 3 a greater diversity of delivery patterns may be in operation, with some fortnightly workshops/tutorials, structured activities to support students' learning, and activities to encourage them to reflect on their learning and to obtain feedback.

## Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

*The range and types of assessments should measure appropriately students' achievement of the knowledge, skills and understanding identified in the learning outcomes. Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that any assessment of work-based or work-place learning is part of a coherent assessment strategy for the programme as a whole.*



### Part 5: Assessment

Level 3	UMADFQ-15-3	A (80)								B (20)
	UMAD5T-15-3	A (60)			B (40)					
	UMAD5R-15-3	A (50)				B (50)				
	UMSD7U-15-3	A (60)					B (40)			
	UMAD5W-15-3	A (50)					B (50)			
	UMAD5Q-15-3	A (70)						B (30)		
	UMOD69-30-3			A (30)			B (70)			

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

### Part 6: Programme Structure

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

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UMAD4C-30-1 Fundamentals of Accounting 1 (30 credits)	None	<b>CertHE Accounting and Finance</b>  Credit requirements: 120 at the appropriate level
	UMED8D-15-1 Economic Principles in a Contemporary Context (15 credits)		
	UMAD9B-15-1 Becoming an Accounting and Finance Professional (15 credits)		
	UMAD4Y-30-1 Fundamentals of Accounting 2 (30 credits)		
	UMED8J-15-1 Statistics and Data Management (15 credits)		
	UMAD9C-15-1 Academic Skills for Accounting and Finance Students (15 credits)		

	Year 2	<p><b>Compulsory Modules</b>  UMAD5F -30-2 Financial Accounting and Reporting (30 credits)</p> <p>UMAD5L-15-2 Corporate Finance (15 credits)</p> <p>UMAD5E-30-2 Management Accounting and Financial Decision Making (30 credits)</p> <p>UMAD5G-15-2 Tax and Tax Planning (15 credits)</p>	<p><b>Optional Modules</b>  <b>One option to be selected from the core area modules:</b>  (subject to availability)</p> <p>UMAD5N-15-2 Credit Management, Theory and Practice (15 credits)</p> <p>UJUUJ4-15-2 Business Law (15 credits)</p> <p>UMED8U-15-2 Good Business, Bad Business and Sustainability (15 credits)</p> <p>UMAD5M-15-2 Market Analysis for Private Investors (15 credits)</p> <p><i>Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.</i></p>	<p><b>Interim Awards</b></p> <p><b>DipHE Accounting and Finance</b></p> <p>Credit requirements: 240 at the appropriate level</p>
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#### **Placement or Study Year Abroad (SYA):**

Students taking the sandwich (SW) programme must choose 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 minimum of 40 weeks in employment) normally in the field relevant to the specialism of the degree of Accounting and Finance
2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 weeks at a partner institution abroad);

Whilst on Placement students complete study a 15 credit level 3 module, Learning and Development on Placement (UMCDDA-15-3) to assess the student's personal development from the experience of placement and their ability to work critically with theory in practice through the demonstration of a detailed knowledge and critical understanding of how their degree subject specialism may be applied in, and in turn be influenced by, real world organisations

Whilst on Study Year Abroad students complete a 15 credit level 3 module, Learning & Development on Study Year Abroad (UMCD9Y-15-3), to assess to 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.

*To be eligible for either Placement or SYA students must have passed a minimum of 210 credits. Where students make this choice they are advised to take 15 fewer credits at level three as the fifteen placement/SYA credits count towards the total required to complete the programme. In some Programme delivery modes, eg the accelerated version, placement opportunities will not be applicable*

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	<p><b>Choice of either:</b></p> <p>UMCDFS-30-3 Business Project (30 credits) or UMCD9W-30-3 Critical Business Enquiry Project (30 credits)</p>	<p><b>Requirement is to take a minimum ONE out of the following core modules:</b></p> <p>UMAD5V-15-3 Corporate Reporting Theory and Practice (15 credits) UMAD5FQ-15-3 Advanced Management Accounting (15 credits) UMAD5FR-15-3 Financial Management (15 credits)</p> <p><b>Remaining 75 credits to be chosen from the following:</b> <i>(subject to availability)</i></p> <p>UMAD5V-15-3 Corporate Reporting Theory and Practice (15 credits) – if not chosen as a core) UMAD5FQ-15-3 Advanced Management Accounting (15 credits) – if not chosen as a core) UMAD5FR-15-3 Financial – if not chosen as a core) (15 credits)</p> <p>UMAD5W-15-3 Credit Risk Analysis &amp; Management (15 credits) UMAD5Q-15-3 Audit and Corporate Governance (15 credits) UMAD5T-15-3 International Financial Management (15 credits) UMSD7U-15-2 Strategic Management (Accounting, Economics and Finance) (15 credits) UMAD5R-15-3 Personal Financial Planning (15 credits)</p> <p><i>Students may also choose up to two options from the Business Management list offered through student allocator, subject to Programme Manager approval</i></p>	<p>BA Business Accounting</p> <p>Credit requirement 300 - 340 credits at the appropriate levels</p>

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

### **Entry at Level 1 (to BAAF)**

Minimum of five GCSE's which include Maths. and English (Grade C or higher).

And

Tariff points in range 300 in any subject excluding General Studies.

Or

EDEXCEL Diploma (Final year): 6 merits or 4 distinctions and 2 Merits

Or

Approved Access route

Or

Baccalaureate: EB: 70% or IB: 26 points

Or

Irish Highers: BBB-BBB

### **Entry at Level 2 (to BAAF)**

The programme supports direct entry at Level 2 using AL and AEL processes where appropriate.

If English is not your first language, test results such as IELTS 6.0, TOEFL 570 (or 230 if computer test, NEAB or Cambridge Proficiency grade C are required.

### **Entry at Level 3**

Minimum 200 credits on BA (Hons) Accounting and Finance

## Part 8: Reference Points and Benchmarks

### Section 8 Reference points/benchmarks

Key influences which have informed the design of this programme :

1. The University's 2020 Strategy
2. The QAA Subject Benchmark Statements for Accounting
3. The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001.

#### 1. The University's Mission Statement

This programme reflects the spirit of the university's mission to "advance an inclusive, civilised and democratic society and its enrichment through education, research, consultancy and public service." The programme meets the university's stated aspirations of:

**Promoting educational opportunity**, - through entry onto the programme and also the encouragement of AL, AEL and ACE processes where appropriate.

**Exciting and enabling students to shape and enjoy a first class educational and social experience which enlarges the mind**, - through the academic content of the modules as well as providing the opportunity to spend a year on a work placement.

**Command an exceptionally high reputation amongst employers**, - through both the work placement (where applicable) and the high achievements of graduate degree classifications, students are exceptionally well placed for management and professional positions on graduation.

**Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture**, - through specific academic input at levels 1,2 and 3 and the students' working environment and resources both here in Bristol and whilst on their placement (where applicable).

#### 2. The QAA Subject Benchmark Statements for Accounting

This programme fully achieves the stated.

#### 3The SEEC (Southern England Consortium for Credit Accumulation and Transfer) Credit Level Descriptors 2001

The programme, in common with all undergraduate provision in the Business School, conforms with the credit level descriptors.

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](#).