



Programme Specification

Accounting and Finance {Foundation}

[Sep][FT][Frenchay][4yrs]

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Contents

Programme Specification	1
Section 1: Key Programme Details	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	3
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	5
Part C: Higher Education Achievement Record (HEAR) Synopsis	9
Part D: External Reference Points and Benchmarks	9
Part E: Regulations	15

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Accounting and Finance {Foundation} [Sep][FT][Frenchay][4yrs]

Highest award: BA (Hons) Accounting and Finance

Default award: BA (Hons) Business Accounting

Interim award: BA Accounting and Finance

Interim award: DipHE Accounting and Finance

Interim award: CertHE Accounting and Finance

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: FBL Dept of Accounting Economics & Finance, Faculty of Business & Law

Contributing departments: Not applicable

Professional, statutory or regulatory bodies:

Association of Chartered Certified Accountants (ACCA)

Association of International Accountants (AIA)

Chartered Institute of Management Accountants (CIMA)

Chartered Institute of Public Finance & Accountancy (CIPFA)

CPA Australia (CPA)

Institute of Chartered Accountants in England and Wales (ICAEW)

Apprenticeship: Not applicable

Mode of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2018

Programme code: N42P13-SEP-FT-FR-N420

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA(Hons) Accounting and Finance programme seeks to provide a foundation for lifelong learning with a strong emphasis on the development of appropriate knowledge, skills and professional values essential to the exercise of an accounting and finance specialism, whether in industry or public practice. It has been designed to provide a thorough grounding in financial reporting, management accounting and corporate finance.

Educational Aims: The programme aims to develop technically competent, enterprising and commercially aware individuals who think and communicate effectively and who have the basis for conducting inquiry, carrying out problem solving and undertaking critical analysis in a constantly changing business context.

This programme also aims to support the UWE Bristol widening participation strategy by enabling students to undertake a foundation year before progressing to Year 1 of the programme.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. 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.
- A2. The current and alternative regulatory frameworks which govern financial reporting.
- A3. The techniques and analytical tools used in the production of financial information for planning, decision making and control within organisations.
- A4. The theoretical framework for understanding the relationship between business organisations and their financial markets.
- A5. The different ethical frameworks within which the implications of financial decisions can be evaluated.
- A6. The key features of accounting information systems; their purpose, operation, product and relationships.
- A7. The basic concepts underlying the application of IT in support of the collection, processing and production of information.
- A8. The application of quantitative methods and statistics to business problems.
- A9. An understanding of the relevance of the disciplines of law, economics, accounting, business and management to professional life.

Intellectual Skills

- B1. Apply appropriate knowledge, analytical techniques and concepts to problems and issues arising from both familiar (routine) and unfamiliar (novel) situations.
- B2. Locate, extract and analyse data and information from a variety of different sources.
- B3. Synthesise and evaluate data and information from multiple sources.
- B4. Think critically, examine problems and issues from a number of perspectives, challenge viewpoints, ideas and concepts, and make well-reasoned judgments.

Subject/Professional Practice Skills

- C1. Prepare and present financial statements, taking account of external requirements, for sole traders, partnerships and limited companies.
- C2. Identify, select and use appropriate techniques in order to produce costing statements for a range of products and services.
- C3. Prepare and present budgetary control information appropriate to the cultural, structural and managerial context of an organisation.
- C4. Identify, select and use suitable techniques for short term and long term investment decision making purposes, taking into account the dynamic relationship between an organisation and its environment.
- C5. Choose and apply appropriate techniques for estimating the value of business organisations and their underlying assets.
- C6. Identify, select and use appropriate techniques for evaluating the performance of business organisations.
- C7. Design financial reporting systems relevant to organisational contexts.
- C8. Identify and take account of the organisational, motivational and ethical issues underpinning the production, presentation, interpretation and evaluation of financial information.

Transferable Skills and other attributes

- D1. Present, discuss and defend ideas, concepts and views effectively through written and spoken communication.
- D2. Extract, process and present numerical information for a given purpose.
- D3. Use IT competently (general IT skills including use of standard word processing packages, internet, data bases, spreadsheets and specialist accounting software).
- D4. Work co-operatively in groups, share decision making and negotiate with others.
- D5. Act independently in planning and undertaking tasks, manage and reflect on own learning and performance and seek and make use of feedback.

Part B: Programme Structure

Year 1

The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UJUUL9-30-0	Becoming a Professional 2019-20	30
UMEDKL-30-0	Economics and Accounting for the Real World 2019-20	30
UJUUL7-30-0	Introduction to Law in a Social, Business and Global Context 2019-20	30
UMCDKK-30-0	Introduction to Organisation, Enterprise and Management 2019-20	30

Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMADMG-15-1	Academic Development for Accounting and Finance 2020-21	15
UMED8D-15-1	Economic Principles in a Contemporary Context 2020-21	15
UMAD4X-30-1	Fundamentals of Accounting 1 2020-21	30
UMAD4Y-30-1	Fundamentals of Accounting 2 2020-21	30
UMADMH-15-1	Professional Development for Accounting and Finance 2020-21	15
UMED8J-15-1	Statistics and Data Management 2020-21	15

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UMAD5L-15-2	Corporate Finance 2021-22	15
UMAD5F-30-2	Financial Accounting and Reporting 2021-22	30
UMAD5E-30-2	Management Accounting and Financial Decision Making 2021-22	30
UMAD5G-15-2	Principles of Taxation 2021-22	15

Year 3 Optional Modules

Students must choose two options from:
(subject to availability)

Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.

Students may select one from:

UMED8U-15-2 Good Business, Bad Business and Sustainability (15 credits)

OR

UMADHV-15-2 Governance and Accountability (15 credits)

Module Code	Module Title	Credit
UJUUJ4-15-2	Business Law 2021-22	15
UMAD5N-15-2	Credit Management: Theory and Practice 2021-22	15
UMADQL-15-2	Entrepreneurial Finance 2021-22	15
UMSD7Q-15-2	Entrepreneurship and Small Business 2021-22	15
UMED8U-15-2	Good Business, Bad Business and Sustainability 2021-22	15

UMADHV-15-2	Governance and Accountability 2021-22	15
UMAD5M-15-2	Market Analysis for Private Investors 2021-22	15

Year 4

The student must take 120 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 75 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UMAD5Y-30-3	Accounting in Context 2022-23	30
UMAD5V-15-3	Advanced Management Accounting 2022-23	15
UMAD5V-15-3	Corporate Reporting Theory and Practice 2022-23	15
UMADFR-15-3	Financial Management 2022-23	15

Year 4 Optional Modules

The student must take 45 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UMADHW-15-3	Auditing 2022-23	15
UMSD87-15-3	Business Innovation and Growth 2022-23	15
UMAD5W-15-3	Credit Risk Analysis and Management 2022-23	15
UMCDKD-15-3	Cross Cultural Learning and Development 2022-23	15
UMADHS-15-3	Further Tax Theory and Practice 2022-23	15
UMSD7W-15-3	International Business in Emerging Markets 2022-23	15

UMAD5T-15-3	International Financial Management 2022-23	15
UMADKB-15-3	Islamic Banking and Finance 2022-23	15
UMAD5R-15-3	Personal Financial Planning 2022-23	15
UMSD7T-15-3	Strategic Management 2022-23	15
UMADT3-15-3	Work Integrated Learning (Accounting & Finance) 2022-23	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme carries high levels of accreditation with accounting professional bodies and prepares students for successful careers in a range of financial industries. There is a particular focus on professional accounting skills and attributes and corporate financial decision making. Engagement with a real world applied context is key to success and underpinned with social responsibility and ethical standards which are embedded in core studies. Graduates are able to demonstrate excellent technical competence, the capacity to critically evaluate complex information and the skills to apply their knowledge in resolving challenging business and financial problems.

Part D: External Reference Points and Benchmarks

QAA subject benchmark statements:

Accounting

Key sections and extracts from the benchmark statements are summarised/reproduced below. This framework will inform the development of new awards, award collaborations and serviced out modules.

The nature and extent of the subject of accounting:

Accountancy is concerned with the provision and analysis of information for a variety

of decisionmaking, accountability, managerial, regulatory, and resource allocation purposes. It is practiced, in part, within a professional service context.

Accounting as a degree subject requires students to study how the design, operation and validation of accounting systems affects, and is affected by, individuals, organisations, markets and society. This study is informed by perspectives from the social sciences.

The benchmarks statements define the relevant knowledge and understanding fairly fully whilst leaving room for local interpretation.

Graduates are expected to have the following subject-specific knowledge and skills:

An understanding of some of the contexts in which accounting can be seen as operating;

Knowledge and understanding of the main current technical language and practices of accounting;

Knowledge and understanding of some of the alternative technical language and practices of accounting;

Skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the operations of business; financial analysis and projections;

Knowledge and understanding of contemporary theories and empirical evidence concerning accounting in at least one of its contexts, and the ability to critically evaluate such theories and evidence;

On completion of a degree covered by this statement with a substantial finance content, a student should have a knowledge and understanding of theories and empirical evidence concerning financial management, risk and the operation of capital markets.

Graduates are expected to be able to demonstrate a range of cognitive, intellectual and transferable skills. These include:

A capacity for the critical evaluation of arguments and evidence;

An ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student;

Ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources;

Capacities for independent and self-managed learning;

Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level;

Skills in the use of communications and information technology in acquiring, analysing and communicating information;

Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to an intended audience;

Normally, ability to work in groups, and other inter-personal skills, including oral as well as written presentation skills.

QAA National Qualifications Framework: a brief guide to academic qualifications:

The higher education qualifications awarded by universities and colleges in England, Wales and Northern Ireland are at five levels. In ascending order, these are the Certificate, Intermediate, Honours, Masters and Doctoral levels.

Certificate level:

The holder of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

The Certificate may be a first step towards obtaining higher level qualifications.

Intermediate level:

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The intermediate level includes ordinary (non-Honours) degrees, the Foundation degree, Diplomas of Higher Education, and other higher diplomas.

Honours level:

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Masters level:

Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

Doctoral level:

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.

Qualification nomenclature:

Public understanding of the achievements represented by higher education qualifications requires a consistent use of qualification titles. The following guidelines are designed to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

Subject:

Qualification titles that reflect the subject focus of programmes of study in two disciplines (e.g. a joint Honours award) should consider nomenclatures based on:

'A and B', where there is an approximately equal balance between two components;

'A with B' for a minor/minor combination where the minor subject accounts for at least a quarter of the programme.

Qualification titles should not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' would be appropriate.

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.

Students provide mid term and end of module feedback which is incorporated into module actions and development. Students also provide feedback via Student- Staff Forums and Programme Management Committees. The programme is also regularly

reviewed by the Professional Bodies for the purposes of awarding exemptions and therefore must maintain up to date relevant content at all times. Employers are regularly involved in guest lectures and in a number of cases provide prizes for assessments which they have helped to develop. The NSS is thoroughly evaluated and action plans devised to improve performance year on year. The feedback of External Examiners is valued and key to ensuring a competitive and appropriate offering in the broader academic context. All modules and programmes are required to produce action focused annual reports to constantly review and enhance teaching and learning within the programme, Staff development and training along with innovation in module delivery and assessment (within the confines of Professional Body requirements) are strongly encouraged.

Part E: Regulations

Approved to University Regulations and Procedures.

Transfer to the default award of BA(Hons) Business Accounting is available for students with weak performance in Level 1 core accounting modules.

(Condonement is not normally applied on modules contributing to professional accreditation on BA(Hons) Accounting and Finance)

Transfer to the default award of BA(Hons) Business Accounting is available for any student who has failed one of the following core modules UMAD5F-30-2 or UMAD5E-30-2 or UMAD5L-15-2.

Students with weak performance in core accounting modules may also choose to join the default award.

(Condonement is not normally applied on modules contributing to professional accreditation on BA(Hons) Accounting and Finance)