



Programme Specification

Accounting and Finance {Dual} [Taylors]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Accounting and Finance {Dual} [Taylors]

Highest award: BA (Hons) Accounting and Finance

Interim award: BA Accounting and Finance

Interim award: DipHE Accounting and Finance

Interim award: CertHE Accounting and Finance

Awarding institution: Taylor's University, UWE Bristol

Affiliated institutions: Taylor's University

Teaching institutions: Taylor's University, UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

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

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

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

At Taylor's University:

A Levels: CDD or 14 points (A is 10, B is 8, C is 6, D is 4, E is 2)

STPM: B- C+ C+ or CGPA of 2.44 and above

CPU: 66% Average (6 subjects)

SAM: TER 60

UEC: Aggregate 18 points (6 subjects)

TBF: Successful Completion (50%)

IB: 24 points (6 Subjects)

ADP: 30 Credit Units (minimum CGPA 2.0)

Entry at Levels 2 and 3:

The programme supports direct entry at Level 2 from Diploma in Business or equivalent

For implementation from: 01 August 2018

Programme code: N40J00

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.

Features of the programme: At Taylors University, Teaching-learning is guided by the Taylor's University's Teaching and Learning Framework (Taylor's Uni TLF) to achieve the Taylor's Graduate Capabilities (TGC). Its goals are described in the following passage:

The primary goal of the Taylor's Uni TLF is to develop the complete set of TGC in all our students, capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates and that are believed to be essential for sustained individual success in life and work. The Taylor's Uni TLF is both a guide to effective

teaching for staff and a presentation of the central role of learning at Taylor's University to the public. The purpose of the Taylor's Uni TLF is to:

Highlight Taylor's University's aspirations for teaching and learning;

Outline the assumptions, expectations and responsibilities relating to good practice;

Provide a framework for Schools to develop their own Teaching and Learning Action Plans; and

Provide a framework for monitoring progress within Schools towards desired goals related to teaching and learning.

All innovations will be consciously guided by this framework. Training is provided to all academic staff to improve their knowledge and skills in teaching-learning practices. This is carried out with the intention to encourage innovation. There are implicit expectations that staff doing their best to innovate their own areas of endeavour and recognition is given to staff during the yearly appraisal exercise. Involvement in research activities and presentation of academic papers at conferences is an indication of commitment to innovation.

Edit Features

Educational Aims: At UWE the overarching aim of the Faculty of Business and Law's Learning Teaching and 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:

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

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.

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.

Assessment strategy: The assessment strategy has been designed to test the programme learning outcomes.

Assessment is governed by the UWE/Taylor's Dual Awards Academic Regulatory Framework approved as a variant to the University's Academic Regulations and Procedures.

Student support: 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. In addition, students can seek support from a Learning Development tutor to address specific study skills issues.

At each level students are supported Academic Support Tutors where the role is primarily about being the first point of contact for students as a named individual who

is concerned for their well being and progress. At UWE the aim is to help students in the achievement of their academic and employability goals. 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.

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 Placements Office provides extensive support for students in preparation for, as well as throughout, their placement period and acts as a recruitment service for employers. Students seeking employment opportunities during their studies have access to the university's Job Shop and are also encouraged to develop valuable skills by volunteering with the Community Volunteer Service. Employability and Career Guidance is provided centrally by UWE Careers.

All students take part in an Induction programme at the start of their studies supported by an online social networking site. Separate induction events are arranged for students who arrive as direct entrants at Levels 2 and 3, e.g. International, Erasmus, Federation students.

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. The Faculty 'Current Student' web pages provide access to the more detailed and up to date information covering all aspects of academic and administrative procedures and support. These pages link closely to the student portal, MyUWE, and to the Student Services web pages, and act as a comprehensive 'faculty handbook'.

An important part of the programme is the involvement of students. Two or three

student representatives are selected from the programme at the beginning of each year to serve on the Programme Staff: Student Representative and Staff Forum (SRSF) 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 offered both at the faculty level under the remit of the Leader of WP, Disability and Schools Liaison and centrally through the university's Disability Resource Centre. 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.

At UWE 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 and Counseling 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 checkups, or help with UK visas.

At Taylor's University Student Central is responsible for handling matters pertaining to student welfare, counselling, and international office and training materials for students. The Counselling Central helps students cope with studies, stress, time management and personal concerns ranging from homesickness to relationship problems. Student Services Department assists students with regards to study loans, scholarships, study grants and other financial assistance during their course of study at the University.

The International Office promotes understanding, cross-cultural learning and appreciation among students from various nationalities, racial and ethnic backgrounds on campus. It provides a comprehensive range of support services to international students to enable them to adapt to the culture and lifestyle of Malaysia. Services offered include course counselling; application and admission; student visa and pass application; airport pickup; orientation and familiarisation; and Immigration advice.

Formed by students for students, the Student Council represents students' 'voice' at University. The Council plays a very central role in seeking solutions to problems faced by students in the academic and non-academic areas. They also spearhead the organisation of social activities for students. Members of the council are elected by the student body with representation from each programme. The Council is managed by an Executive Committee and advised by an Officer of the University.

The Divisional Office of the various schools is the nerve centre of the school around which all academic activities and student administration revolve. It handles a broad range of activities which include: timetabling; programme information; subject choice counselling; subject registration; student attendance; subject exemptions; course prerequisites; student withdrawal; Student certification letters for loan application and

EPF withdrawal; matters relating to fees; and general academic support.

The Career Centre provides various services and programmes to assist students in analysing their career interests, aptitudes, values and goals. It also assists students in career planning and preparation for job interviews, in addition to providing job placement services for graduating students through our network with industry and potential employers. Services include: career counselling; career talks and workshops; resume writing and grooming seminars; career-related fairs and company trips.

An orientation programme is organised for all students prior to the start of the programme. It introduces students to the support available within the School and University, via a range of speakers (e.g. representatives from the Divisional Office, Student Services, Library, ICT, etc). An ICT services orientation will introduce students to the email, TIMeS and student portal. International students will receive an induction from the International Office.

Taylor's University has a number of initiatives to aid students in need of remedial assistance organised by the Teaching and Learning Department:

Remedial programs – in English language and other key subjects.

Weaker students must attend and pass these scheduled remedial classes in order to advance. The lecturer's main aim is to ensure students achieve the minimum required standard or higher.

Buddy and mentoring programs – Buddies are fellow students and mentors are teaching staff.

Regular meetings take place and discussion on the student's progress ensues. Mentors are able to set up meetings with relevant staff to get more in-depth guidance.

The programme also encourages involvement of students; student representatives are selected from each level of the programme to serve on the Student-Staff Consultative Committee (SSCC). These are held each semester to for student to

present their views on studentship at Taylor's University. Issues raised are discussed openly and are channeled for action by our programme directors and deputy deans.

Part B: Programme Structure

Year 1

UWE students only. Please see the mapping document for Taylor's University modules.

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UMAD9C-15-1	Academic Skills for Accounting and Finance Students 2022-23	15
UMAD9B-15-1	Becoming an Accounting and Finance Professional 2022-23	15
UMED8D-15-1	Economic Principles in a Contemporary Context 2022-23	15
UMAD4X-30-1	Fundamentals of Accounting 1 2022-23	30
UMAD4Y-30-1	Fundamentals of Accounting 2 2022-23	30
UMED8J-15-1	Statistics and Data Management 2022-23	15

Year 2

UWE students only. Please see the mapping document for Taylor's University modules.

Year 2 Compulsory Modules

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

Module Code	Module Title	Credit
UMAD5L-15-2	Corporate Finance 2023-24	15

UMAD5F-30-2	Financial Accounting and Reporting - Not Running 2023-24	30
UMAD5E-30-2	Management Accounting and Financial Decision Making - Not Running 2023-24	30

Year 2 Optional Modules

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

Module Code	Module Title	Credit
UJUUJ4-15-2	Business Law - Not Running 2023-24	15
UMAD5N-15-2	Credit Management: Theory and Practice 2023-24	15
UMED8U-15-2	Good Business, Bad Business and Sustainability 2023-24	15
UMAD5M-15-2	Market Analysis for Private Investors 2023-24	15
UMAD5G-15-2	Principles of Taxation 2023-24	15

Year 3

UWE students only. Please see the mapping document for Taylor's University modules.

Taylor's University Internship (Taylor's University Dual Award Students only):

Students completing the Dual Award BA (Hons) Accounting and Finance Programme must complete a compulsory internship programme for a duration of no less than 10 weeks to be eligible to graduate with Dual Award.

Year 3 Compulsory Modules

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

Module Code	Module Title	Credit
UMADQJ-15-3	Advanced Case Study 2024-25	15
UMADQF-15-3	Business Strategy and Technology 2024-25	15

UMAD5V-15-3	Corporate Reporting Theory and Practice 2024-25	15
UMADFR-15-3	Financial Management 2024-25	15
UMADQH-15-3	Strategic Management Accounting 2024-25	15

Year 3 Optional Modules Set 1

The student must take 15 credits from the modules in Optional Modules Set 1.

Module Code	Module Title	Credit
UMCDKD-15-3	Cross Cultural Learning and Development 2024-25	15
UMADT3-15-3	Work Integrated Learning (Accounting & Finance) 2024-25	15

Year 3 Optional Modules Set 2

The student must take 30 credits from the modules in Optional Modules Set 2.

Module Code	Module Title	Credit
UMADSX-15-3	Accounting for Sustainability 2024-25	15
UMADHW-15-3	Auditing 2024-25	15
UMAD5W-15-3	Credit Risk Analysis and Management 2024-25	15
UJUUKY-15-3	Financial Crime 2024-25	15
UMADQK-15-3	Financial Technology 2024-25	15
UMAD5T-15-3	International Financial Management 2024- 25	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Part D: External Reference Points and Benchmarks

QAA subject benchmark statements:

Accounting (UWE)

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 decision making, accountability, managerial, regulatory, and resource allocation purposes. It is practised, 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:

- i. An understanding of some of the contexts in which accounting can be seen as operating;
- ii. Knowledge and understanding of the main current technical language and practices of accounting;
- iii. Knowledge and understanding of some of the alternative technical language and practices of accounting;
- iv. Skills in recording and summarising transactions and other economic events;

preparation of financial statements; analysis of the operations of business; financial analysis and projections;

v. 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;

vi. 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:

i. A capacity for the critical evaluation of arguments and evidence;

ii. 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;

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

iv. Capacities for independent and self-managed learning;

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

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

vii. 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;

viii. 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 Vision and Mission – I.N.S.P.I.R.E.

University Strategic Plan

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

Taylor's University:

At Taylors Uni the following reference points and benchmarks have been used in the design of the programme:

The University's mission and purpose statements

Statutory Requirements

International Standards

The University's mission and purpose statements:

The Taylor's University's mission is to be "Top Employers' Top Choice University by 2016".

The Taylor's University's purpose is to educate the youth of the world to take their productive place as leaders in the global community.

The concrete indicators in Taylor's University's Mission Statement are substantiated

by two existing Taylor's policies:

a. Taylor's Graduate Capabilities:

This policy substantiates the following clause in our Mission Statement: "..... the distinctive qualities of its graduates"

b. Taylor's University Teaching and Learning Framework:

This policy substantiates the following clause in our Mission Statement
"... Renowned for its teaching excellence"

Taylor's Graduate Capabilities and Teaching and Learning Framework both support our Mission Statement, which in turn supports our Purpose. All academic and research policies and procedures at Taylor's are to be in accordance with the focus provided by these policies.

Purpose:

Mission:

Graduate Capabilities

Teaching and Learning Framework

Taylor's Graduate Capabilities:

The teaching and learning approach at Taylor's University is focused on developing the Taylor's Graduate Capabilities (TGC) in its students, capabilities that encompass the discipline-specific knowledge, cognitive capabilities and soft skills of our graduates.

A Taylor's graduate has proven ability and is capable in the following areas:

Discipline Specific Knowledge:

TGC: Discipline Specific Knowledge:

Able to put theories into practice.

Understand ethical issues in the context of the field of study.

Understand professional practice within the field of study.

This TGC is further clarified according to the respective program-specific outcomes.

Cognitive Capabilities:

TGC: Lifelong learning:

Learn independently.

Locate, extract, synthesise and utilise information effectively.

Be intellectually engaged.

TGC: Thinking and Problem Solving skills:

Think critically and creatively.

Define and analyse problems to arrive at effective solutions.

Soft Skills:

TGC: Communication Skills:

Communicate appropriately in various settings and modes.

TGC: Interpersonal Skills:

Understand team dynamics and mobilise the power of teams.

Understand and assume leadership.

TGC: Intrapersonal Skills:

Manage oneself and be self-reliant.

Reflect on one's actions and learning.

Embody Taylor's core values.

TGC: Citizenship and Global Perspectives:

Be aware of and form opinions from diverse perspectives.

Understand the value of civic responsibility and community engagement.

TGC: Digital Literacy:

Effective use of Information and Communications Technology (ICT) and related

technologies.

The learning environment at Taylor's is further geared towards nurturing the Taylor's Core Values; the personal attributes of excellence, integrity, passion for work, interpersonal respect and care, openness in communication and a healthy balance between professional and personal life.

Through participation in various optional electives, including co-curricular activities, Taylor's students may also develop additional knowledge, cognitive capabilities and soft skills other than those listed. These, as well as the Taylor's graduate capabilities above, are recorded by students in the form of individual student portfolios and verified by Taylor's University against the set of expectations for each subject, program and co-curricular activity.

Statutory Requirements:

Degree qualifications offered by Malaysian private higher education institutions are required by the government to comply with the internationally benchmarked points of reference below, for the purpose of quality control. Summaries of each of the instruments' relevant requirements, contextualized for Taylor's University, are given in the Appendices to this document:

Malaysian Qualifications Framework, MQF.

Code of Practice for Programme Accreditation, COPPA.

Code of Practice for Institutional Audit, COPIA.

Requirements of Professional Bodies, where applicable.

International Standards:

For the purpose of international benchmarking, we integrate best practices in quality assurance in higher education from the regions from which Taylor's partner universities are drawn.

To implement the policy of compliance with the benchmark documents identified in this section, collating the information from all sources the scope of the TQM is

categorized into 10 distinctive areas.

Scope: Overview and goals

Identified from: MQF, COPPA, European Standard

Scope: Curriculum

Identified from: MQF, COPPA, COPIA, professional bodies requirement European, Australian and US Standards

Scope: Intake

Identified from: COPPA

Scope: Assessment

Identified from: COPPA, European and Australian Standards

Scope: Faculty

Identified from: COPPA, European, Australian and US Standards

Scope: Resources

Identified from: COPPA, European, Australian and US Standards

Scope: Review

Identified from: COPPA, COPIA, European, Australian and US Standards

Scope: Public Transparency

Identified from: European Standard

Scope: External QA mechanisms

Identified from: COPPA, COPIA, professional bodies requirements; European, Australian and US Standards

Scope: Improved mechanisms

Identified from: COPPA, professional bodies requirements; European, Australian and US Standards

Please see the Programme Specification document, in the Documents Tab, for associated appendices.

Part E: Regulations

Approved to University Regulations and Procedures.