



## **Programme Specification**

# **Business Management with Accounting and Finance {Top-Up} [Frenchay]**

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Business Management with Accounting and Finance {Top-Up}  
[Frenchay]

**Highest award:** BA (Hons) Business Management with Accounting and Finance

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CBL Bristol Business School, College of Business and 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.

**For implementation from:** 01 September 2021

**Programme code:** N4NG13

## Section 2: Programme Overview, Aims and Learning Outcomes

### Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The BA (Hons) Business Management with Accounting & 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. The curriculum aims to challenge students in their ways of thinking, behaving, learning, and issues of ethics & ethical decision making, sustainability and global citizenship are embedded throughout.

As a practice-focused programme, students engage with authentic learning, teaching and assessment approaches throughout the year. This final year programme consists of real-world practice modules including a capstone module which draws together learning into practice with direct emphasis on student centred practice-led activity which is CV enhancing and “real world”.

Working in mentor groups alongside their Group Mentor and Personal Tutor, students are supported to develop a portfolio of practice, completing activities; identifying their skills, developing action plans, and reflecting on how their degree, and other activities, are helping them to gain the skills they need for their personal and professional development.

**Features of the programme:** The BA(Hons) Business Management with Accounting and Finance (top up) is driven by the needs of organisations, with an emphasis on skills development and is for students who want the flexibility to discover new areas.

Students will learn about a range of organisational functions from enthusiastic, research-active experts and supportive tutors. Students gain real-world experience through access to guest speakers, case studies, competitions and online simulations, ensuring you graduate ready for work.

This one year programme has the following distinctive features:

**Transferable enterprise employability skills:** The programme focuses on developing a diversified skill set, including technical competencies, digital literacy, critical thinking,

ethical values, and communication skills. This approach aims to produce graduates who are work-ready and able to succeed and flourish.

**Practice-Led & engaged with industry:** Grounded in a practice-led approach, the curriculum integrates cutting-edge research, ethics, and sustainability. This provides students with practical insights. Engaging closely with employers, entrepreneurs, and professional bodies as relevant, students are encouraged to explore diverse applications of acquired skills. Integrated activities, such as fieldwork, pitches and industry guest lectures, enrich the learning experience and offer networking opportunities.

**Digital Capability:** Technology literacy will be essential for future business leaders to thrive and the programme recognizes the importance of digital literacy and integrates this into teaching students to use a range of digital tools effectively. Whilst the changes in this area are rapid, emerging technologies (ET) including Artificial intelligence (AI) are transforming modern business. As Business educators, we embed critical thinking and practical application that motivates learners to embrace new technologies and understand how they will be applied in future enterprises.

**Commitment to Sustainability:** Through immersive real-world case studies, students are prompted to appreciate and explore their role in fostering a sustainable future, fostering a mindset of responsibility and stewardship.

**Interdisciplinary Approach:** This programme is the result of a fusion between the expertise of Business Management and Accounting and Finance. It aims to cultivate managers who can think strategically, taking into account various dimensions and approaching problems from diverse angles and perspectives.

**Professional Practice development:** A distinctive feature of the programme is the academic and professional development stream, which cuts across the programme and is embedded as a core module throughout the year. This stream supports students' developmental journey, offering learners group mentor support and

providing the structure to allow students to develop a compelling narrative of their degree journey to present to potential employers.

**Educational Aims:** The overarching aim of the University's Learning and Teaching Strategy is that "our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best".

The BA Business Management with Accounting and finance (top up) actively seeks to provide personalised experiences for all learners, grounding student learning in the business environment and context wherever appropriate through engagement with professionals and authentic assessments that afford students' opportunities to test out concepts in practice and reflect on their own experience of organisations.

Student achievement is supported by a clear professional practice and personal development strand of transferable skills and entrepreneurial mindsets over the year that facilitates the transition into, through, and beyond the programme, and which underpins enterprise, employability, and lifelong learning.

Educational Aims:

1. Provide students with high quality learning and teaching experiences that are practice-led, and sustain a culture of student-centred learning, incorporating current research to ensure learning is research-informed
2. Provide students with an in-depth knowledge and critical understanding of the changing external environment, organisations and management of profit and not for profit businesses;
3. Develop students' independent thinking and informed understanding of critical contemporary business and accounting and finance issues and theoretical debates to work with academic theory in practice;
4. Develop students' analytical and enquiring approaches to the analysis of business

problems so that considered and appropriate conclusions are drawn – which can be communicated effectively and appropriately.

5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.

6. Prepare students with the enterprise and employability skills and attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for a career in business, management, accounting and finance and/ or further study.

### **Programme Learning Outcomes:**

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

### **Programme Learning Outcomes**

- PO1. Demonstrate a systematic understanding of global business environments and how key functional areas, particularly accounting and finance, interrelate to influence organisational performance.
- PO2. Ability to apply a conceptual understanding to devise, sustain and critically analyse arguments. Effectively solving problems with a critical appreciation of context, ambiguity, and uncertainty.
- PO3. Apply digital tools, teamwork, and financial analysis skills while communicating effectively with diverse audiences.
- PO4. Demonstrate self-awareness informing the learners' ongoing personal and professional development, alongside a reflective understanding of how the knowledge and skills developed throughout the programme can enhance their entrepreneurial thinking, practice, and employability.
- PO5. Demonstrate a critical understanding of the learners' role and social responsibilities as global citizens, and the sustainable development goals and activities of managers and organisations in society.

**Assessment strategy:** The programme is designed to maximise employability by developing technical competencies and professional skills essential for real-world success. Emphasising practical application, students engage in authentic

assessments, case studies, and projects that foster problem-solving and decision-making skills. Professional attributes such as communication, teamwork, and leadership are cultivated through group work, presentations, and professional reports. Inclusive principles underpin assessment design, ensuring accessibility for all learners. Continuous formative feedback and early intervention support personalised learning. This holistic approach equips graduates with adaptability, technical expertise, and professional acumen for a dynamic business environment.

Assessments are designed programmatically so as to facilitate a progression from relevant L5 entry qualifications through to level 6 top up year of study:

Level 6 (evaluating and creating), a systematic understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline, with the ability to critically apply and evaluate arguments and assumptions appreciating uncertainty and the limits of knowledge.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods which are assessed against publicised marking criteria:

1. Regular formative assessment is used to monitor students' progress and provide feedback about knowledge and understanding gained and development of skills and attributes, providing an opportunity for identifying and rectifying students potential challenges, as well as contributing to summative assessment in some instances.
2. Presentations and Posters (individual and collaborative) are formally and informally assessed for content and process in modules. In addition to assessing the students' analytical skills and relevant theoretical understanding, these provide opportunities to assess students' oral communication skills and prepare them for presentation processes common in business environments, These include opportunities for peer review assessment, where group members can allocate marks to reflect each group member's contribution when working collaboratively. This also provides an opportunity for personal reflection.

3. Written assignments, projects, case study's, reports, and set exercises. These are expected to be well written and presented and are used to assess the students' development of key skills; as well as theoretical knowledge and critical understanding. They provide opportunities for in depth focus on specific business related issue.

4. Academic and Professional practice portfolio of evidence demonstrates that students have developed the required professional skills and attributes for a career in business. Students will also reflect and comment on their own learning and personal development.

5. Formal examinations are used very occasionally and only if they are the most appropriate assessment approach for assessing students' theoretical understanding and critical abilities, and manage time effectively. The University has systems in place to ensure that examining procedures are moderated and regulated.

6. In line with inclusionary learning and teaching principles the programme provides alternative assessment proposals where students with logistical or other difficulties can elect to submit in an alternative format. This relates primarily to presentations/ vivas and in these instances students will be offered a choice of face to face, online or recorded where possible. With regard to group work this will be encouraged in many modules, collaborative working is assessed summatively in the academic and professional development module where group activities are undertaken and group mentor support is provided.

**Student support: Learning Resources:**

Student learning is fully supported by UWE Library Services through print and electronic resources and a variety of learning spaces. Additional support is provided through the library by means of information and academic skills sessions and self-directed online tutorials available via the University Study Skills website, supported by the online library enquiry service. There is excellent access to electronic resources both on and off campus, facilitated by the extensive student computing network and Wi-Fi, and access to accounting and finance database. This supports

students and facilitate their access to digital technologies.

All modules make use of VLE (Virtual Learning Environment) for web-enhanced delivery and for communications with students. All modules have teaching/learning resource booklets.

#### 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 Leaders.

#### Mentor Groups and Personal Tutors

As part of the programmatic design the year-long academic and professional development module students are allocated to mentor groups. It is intended that students remain in their mentor groups on the module throughout the duration of the programme, creating peer to peer understanding and support. This integrates the personal tutors as group mentor within a taught and portfolio assessed module strand. The Personal Tutor, is 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 embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Students are supported by Progress Coaches, 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.

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.

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. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. 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 5 and 6. 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 my UWE, 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 and 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 leaders. 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 leaders.

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.

## Part B: Programme Structure

### Year 1

Students must take 120 credits from the modules in Year 1.

#### Year 1 Compulsory Modules

Students must take 90 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UMSTBH-30-3	Global Supply Chain for Advanced Strategy 2027-28	30
UMAD5S-15-3	Accounting for Managers 2027-28	15
UMOTHK-15-3	People and Organisations 2027-28	15
UMSTHL-30-3	Academic and Professional Development: Business Simulation 2027-28	30

#### Year 1 Optional Modules

Students must take 30 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UMADYB-15-3	International Finance 2027-28	15
UMAD5X-15-3	Investment Management 2027-28	15

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UMATHH-15-3	Market Analysis for Individual Investors Top Up 2027-28	15
UMATHJ-15-3	Credit Assessment 2027-28	15
UMSTAX-30-3	Project Management with Data Analytics 2027-28	30

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### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

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.

### **Part D: External Reference Points and Benchmarks**

QAA UK Quality Code for HE

Framework for higher education qualifications (FHEQ)

Subject benchmark statements

Qualification characteristics for Foundation degrees and Master's degrees

AACSB Accreditation Standards

Strategy 2030

University policies

UWE Charter

Faculty strategies and policies:

Blended Learning Framework

Curriculum Principles

Employability Strategy

Faculty of Business and Law LTA Strategy

Staff research projects

Where 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.

Any relevant PSRB requirements

Any occupational standards

### **Part E: Regulations**

Approved to University Regulations and Procedures.