Programme Specification

University of Cumbria

Programme Title and Name of Award	BA (Hons) Business, Accounting and Finance (with integrated foundation year) BA (Hons) Business, Accounting and Finance with sandwich placement (with integrated foundation year)

Academic Level	3-6	**Total Credits**	480 600 (Sandwich)

Professional Body Accreditation / Qualification	This award has received full (F1 to F9 papers) exemption accreditation from the Association of Chartered Certified Accountants (ACCA) This award has received Certificate and Operational level exemption accreditation from the Chartered Institute of Management Accountants (CIMA)

Date of Professional Body Accreditation	1/1/2019	**Accreditation Period**	1/1/2019 to 31/12/2023.

UCAS Code	N235

HECoS Code	100105

Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. https://www.cumbria.ac.uk/study/courses/foundation-courses/ For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/business-accounting-and-finance-with-integrated-foundation-year/ The following additional requirements apply for entry to this programme: In order to achieve Professional Exemption, any prior learning would also need to be scrutinised by the relevant Professional Body and will be dealt with on a case by case basis.

Teaching Institution	University of Cumbria

Owning Department	Department of Business, Law, Policing and Social Sciences

Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Face to Face, Blended Learning
Pattern of Delivery	Full Time/Part Time (Level 3 year is Full Time only)
Delivery Site(s)	Lancaster
Programme Length	**Bachelor Degree (Ordinary and Honours):-** 4 years Standard registration period (full-time) 6 years Standard registration period (part-time) 8 years Maximum Registration period **With sandwich placement awards:-** 5 years Standard registration period (full-time) 7 years Standard registration period (part-time) 9 years Maximum Registration period
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Foundation Certificate Business Studies (120 credits) Certificate in Higher Education Business Management (240 credits) Diploma in Higher Education Business, Accounting and Finance (360 credits) BA Business, Accounting and Finance (420 credits)
Period of Approval	August 2019 to July 2025

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:
http://www.cumbria.ac.uk/study/courses/undergraduate/business-accounting-and-finance/

Cumbria Graduate Attributes
Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be: • Enquiring and open to change

- Self-reliant, adaptable and flexible

- Confident in your discipline as it develops and changes over time

- Capable of working across disciplines and working well with others

- Confident in your digital capabilities

- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. As a Business graduate you will be enterprising and entrepreneurial in spirit and have knowledge of small medium and large organisations and the skills to work across local, regional, national, international and global boundaries. This programme will develop and enhance your academic skills, and prepare you for higher level of studies.

The Level 3 modules provide a good grounding for you to development your academic and study skills to progress onto higher levels of study (Levels 4-6). The foundation year provides unique opportunities for developing your problem solving skills, knowledge and understanding of contemporary issues whilst providing you with a grounding in essential university skills and nurturing your career aspirations. Students on the Business foundation year entry route will study six modules. These will introduce the key themes in business alongside developing your awareness of the various sub-disciplines of business e.g. marketing, human resources management, and accounting. It is intended that you will develop an understanding of challenges that have a daily impact on businesses and organisations. You will join with other foundation year students, from a range of disciplines, for some of your modules. Cross-cultural awareness and engagement is encouraged through the module Contemporary Issues and the Media in which you will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on societies appreciation of these issues. Individual Case Study that also develops your problem based learning skills and creates a rich platform for the interchange of ideas. Leading and Managing Organisations and People will provide you with a deeper appreciation of organisational structures and the psychology of working with and leading others.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

The higher level of studies (levels 4-6) has been designed to meet professional body standards.

This degree, the BA (Hons) Business, Accounting and Finance has been designed in consultation with industry and the professional bodies to provide you with relevant vocational underpinning skills and knowledge. A forum of regional industry leaders was involved in the design of this degree programme;

which has ensured that not only is the content relevant, but that the skills developed match those demanded by prospective employers.

In the first year (Level 4), modules are taken together with students on other Business degrees, giving you a strong foundation in all the key business processes essential to understanding the wider role of the accountant in practice. Modules in the second and final years (Level 5 and Level 6) are specialist in nature.

Professional identity is created through reflection upon your own personal values, attitudes, morals and beliefs, whilst considering the interaction of these within the legal, ethical and moral frameworks. As you move through the programme you will experience a wide range of roles within the industry providing you with an understanding of the role and purpose of the different professional bodies and therefore encouraging you to develop your own professional identity.

A further feature of the programme is the use of optional modules in level 5 and 6 to enable students to tailor their studies towards either including more technical specialisms which aim for a higher number of exemptions with the accounting professional bodies or to include a wider range of business focussed modules which may appeal to those students seeking a senior role in industry.

As a graduate of this award you should understand the changing financial and reputational factors that will affect organisational success in the short, medium and long term, and be able to take these factors into account in the decisions you take in future career roles (A4S, 2012). The programme has, as a central philosophy, the expectations placed on todays' professional accountants in business and how they create, enable, preserve, and report sustainable value for their employing organizations in a rapidly changing economic and competitive environment. (Hall, D.T. 2004)

The challenge of this combination of activity is well recognised at the University of Cumbria, which prides itself on providing vocationally relevant and integrated degrees and ensuring you have the support necessary to build up your resilience. You will be supported by a personal tutor at the university, who fully appreciates the balance of commitments that are necessary for you to succeed in this award.

Professional Accreditation

The award is designed to be mapped to the syllabus of three key professional bodies. The University of Cumbria is working with these professional bodies to obtain accreditation of the modules on this programme, once this is achieved, you will be able to apply for professional exam exemption. The number of exam exemptions achieved will depend on your performance on the relevant modules and the options you choose at levels 5 and 6 will impact upon the number of exemptions that may be available to you, you should therefore choose your options carefully if exemptions from the professional exams is important to you. No degree can provide you with the full certified accountant status as all professional bodies have higher level exams and requirements of working in the industry before this can happen. This degree however does provide a route through the early stages of professional recognition and provides a strong foundation upon which you can build as you progress with your career.

Upon successful completion of your degree you will be responsible for obtaining membership to the relevant professional body, evidencing your success on the relevant modules and paying any associated fees. The requirements for this can be found on the relevant Professional Body websites:

ACCA: http://www.accaglobal.com/uk/en.html

CIMA: http://www.cimaglobal.com/

ICAEW: http://www.icaew.com/

Further advice and guidance can be sought from the course team who will help and support you through this process and will be able to advise you further on which options you need to select in order to achieve your personal goals.

Aims of the Programme

The overall aims of the Programme are:

Aim 1: To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study

Aim 2: To develop an inter-disciplinary knowledge and understanding of theoretical concepts in a range of contexts applicable to studying Business, Accounting and Finance

Aim 3: To develop the academic personal and professional skills required to work in the context of business

Aim 4: To provide you with the knowledge, technical accountancy skills and a variety of practical skills that enable you to take up a range of opportunities and careers.

Aim 5: To stimulate you to develop your intellectual capacity and cognitive skills through the acquisition of vocationally related knowledge and problem solving abilities.

Aim 6: To promote in you the desire and ability to reflect upon your role as a professional accountant or as a senior leader in business.

Aim 7: To assist you to develop the skills and knowledge required for the continuing development of your professional identity; autonomous practice, team-working, lifelong learning and excellence.

Aim 8: To develop an evaluative and critical approach to study, business situations, and problems.

Aim 9: To instil a 'Mind-set' that encompasses an instinctive focus on financial performance and the strategic allocation of resources in pursuit of organizational goals, supported by an analytical approach based on evidence.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.

- Begin to work beyond defined contexts

- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format

- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and

principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

It is a QAA requirement that for all Higher Education programmes, the Programme Outcomes are split by exit point so it is clear to students what outcomes they will have achieved at what stage of the programme. Please see the example layout below for an undergraduate degree and adapt this as necessary depending on your award type, e.g. for a postgraduate degree the outcomes should be split by PGCert, PGDip, and MA/MSc

Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map

After 120 credits of study (FdCert) you will be able to demonstrate knowledge and understanding of:

K1. Organisational Structures, Business and management contexts and environments within the local, regional, national, international and global economy

K2 The ability to apply and explain theories, models, concepts and principles that underpin the study of Business

After 240 credits of study (CertHE) you will be able to demonstrate knowledge and

understanding of:

K4. A range of established techniques to initiate, prepare and undertake presentation of information

K5. An ability to accurately interpret given sets of data

K6. The key elements of professional identity including regulatory and legal frameworks

K7. Independence of mind and thought and accuracy within the context of accounting and finance.

K8. The capability to locate financial and non-financial data from multiple sources, including the acknowledgement and referencing of sources

K9. Numeracy; including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at a basic level

K10. The capacity for self-managed learning within a supported context

After 360 credits of study (DipHE) you will be able to demonstrate knowledge and understanding of:

K11. A range of established techniques to initiate and prepare analysis of information, and to propose solutions to problems arising from that analysis in their field of study

K12. An ability to analyse and draw reasoned conclusions concerning structured problems from given sets of data

K13. The ability to reflect and further develop elements of professional identity including regulatory and legal frameworks

K14. Independence of mind and thought within the context of accounting and finance.

K15. The capability to locate, extract and analyse financial and non-financial data from multiple sources, including the acknowledgement and referencing of sources

K16. Numeracy; including the ability to manipulate financial and other numerical data, to appreciate statistical concepts at an appropriate level and to make decisions based on its analysis within a given context

K17. The capacity for independent and self-managed learning

After 480 credits of study (BA Hons) or 600 credits of study (BA Hons (with sandwich placement)) you will be able to demonstrate knowledge and understanding of:

K18. A range of established techniques to initiate, prepare and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context

K19. An ability to critically analyse and draw reasoned conclusions concerning structured and unstructured problems from given sets of data

K20. The ability to reflect and further develop all elements of professional identity including regulatory and legal frameworks

K21. Independence of mind and thought and appropriate creativity within the context of accounting and finance.

K22. The capability to locate, extract and analyse financial and non-financial data from multiple sources, including the acknowledgement and referencing of sources

K23. Numeracy; including the ability to manipulate financial and other numerical data, to appreciate statistical concepts at an appropriate level and to make decisions based on its analysis

K24. The capacity for independent and self-managed learning

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

After 120 credits of study (FdCert) you will be able to demonstrate skills in:

S1. Academic, personal and professional skills needed to succeed in higher education

S2. Effective problem-based learning (PBL) skills for working with people in a range of Business contexts.

S3. Demonstrate specific skills, techniques and competencies needed to study Business

After 240 credits of study (CertHE) you will be able to demonstrate skills in:

S3. Technical Skills: Understanding of the essentials of data presentation for accuracy and clarity

S4. Personal Skills: A developing Professional identity with plans for future study

S5. Interpersonal Skills: Communication, personal time management, team working

S6. Communication Skills: Communicating in different contexts and environments

S7. Business Management: Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the techniques for delivering customer satisfaction.

S8. Intellectual Skills: Appreciation of arguments & evidence, analysis and synthesis of data from financial and non-financial sources

After 360 credits of study (DipHE) you will be able to demonstrate skills in:

S9: Technical Skills: A developing professional Standard of technical competency (which includes digital literacy)

S10: Personal Skills: A Professional identity with awareness of the place of future CPD

S11: Interpersonal Skills: Communication, time management, Group, team working, and influencing skills

S12: Communication Skills: Communicating in different contexts and environments, including real world business settings in an organisation

S13: Business Management: Commercial awareness combined with knowledge of the political, economic, social and environmental contexts in which organisations operate, their impacts and sustainable challenges

S14: Intellectual Skills: Analysis of arguments & evidence, analysis and synthesis of data from financial and non-financial sources

After 480 credits of study (BA Hons) or 600 credits of study (BA Hons (with sandwich placement)) you will be able to demonstrate skills in:

S15. Technical Skills: A Professional Standard of technical competency (which includes digital literacy) & judgement

S16. Personal Skills: A strong Professional identity with plans for future CPD

S17. Interpersonal Skills: Communication, time management, Group, team working, influencing and challenging skills

S18. Communication Skills: Communicating in different contexts and environments, including real world business settings internal and external to an organisation

S19. Business Management: Commercial awareness combined with clear knowledge of the political, economic, social and environmental contexts in which organisations operate, their impacts and sustainable challenges.

S20. Intellectual Skills: Critical evaluation of arguments & evidence, analysis and synthesis of data from financial and non-financial sources

A skills matrix for this award has been developed in conjunction with professional bodies and industry advisors (see appendix). This illustrates how each level of the award builds to the final skills outcomes.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Departmental Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

At the centre of the University's mission is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational opportunities provided by higher education. Our Corporate Strategy demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

The Foundation Year is designed for students who have the ability to study for a degree but don't have the qualifications to enter directly onto a three year (FT) honours degree. It therefore attracts many students from non-traditional educational backgrounds and under-represented groups.

A4S (2012) *Future Proofed Decision Making: integrating environmental and social factors into strategy, finance and operations.* Accounting for Sustainability (A4S). www.accountingforsustainability.org published December 2012.

ACCA (2016) *Exam Syllabus and Study Guides*. Available at: http://www.accaglobal.com/uk/en/student/exam-support-resources.htmlCIMA (2015) *2015 CIMA Professional Qualification Syllabus.* Available at: http://www.cimaglobal.com/Documents/Student%20docs/2015-syllabus/CIMA-2015-professional-qualification-syllabus.pdf

ICAEW (2015) *ACA Syllabus and Technical Knowledge Grids for exams in 2015.* Available at: http://www.icaew.com/qualifications-and-programmes/aca-evolved/exams/exam-resources

IFAC (2007) *Defining and Developing an Effective Code of Conduct for Organisations*. International Federation of Accountants. Available at: http://www.ifac.org/sites/default/files/publications/files/Defining-and-Developing-an-Effective-Code-of-Conduct-for-Orgs_0.pdf

IESBA (2013) *Handbook of the Code of Ethics for Accountants*. International Ethics Standards Board for Accountants. http://www.ifac.org/sites/default/files/publications/files/2013-IESBA-Handbook.pdf

PAIB (2011) *Competent and Versatile: How Professional Accountants in Business Drive Sustainable Organizational Success.* Professional Accountants in Business (PAIB) Committee. International Federation of Accountants (IFAC). August 2011. www.ifac.org.

QAA (2007) *Subject Benchmark Statements: Accounting.* at
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Accounting.pdf

University of Cumbria (2014) *Learning, Teaching and Assessment Strategy 2014-2017* at
http://staff.cumbria.ac.uk/Public/AQS/Documents/LearningTeachingAssessmentStrategy.pdf

Graduate Prospects

Upon completion you will be prepared to enter a variety of business, financial and accounting roles. Candidates equipped with a solid understanding of business management as well as financial knowledge and accounting skills are highly valued to many employers.

Some roles you might consider are:

•Accountant

•Finance Analyst

•Financial Manager

•Investment Banking

•Broker

•Tax Advisor

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

Foundation Year

University of Cumbria Business School want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational

practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Business programmes and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme.

Summative and Formative Assessment

The BA (Hons) Business, Accounting and Finance award has been developed keeping the University of Cumbria's Learning, Teaching and Assessment Strategy as the ethos of its teaching, learning and assessment strategy.

"Teaching methods and situations are appropriate and supportive, inclusive in design and engage students". QAA (2015) Subject Benchmark Statements.

The overall programme ensures the following:

1. **Placing your learning at the heart of what we do** by incorporating experiential and creative delivery that bring together theory and practice in a powerful combination to provide an educational experience that is inspirational for you and relevant to your future aspirations. For example, at level 5 AFBS5401 Management Accounting and Decision Making asks you to participate in real world exercises and then reflect upon how this impacts on your professional identity.

2. **Promoting learning partnerships** by utilising a team of industry advisors and professional organisations to ensure the programme is relevant, inclusive, contemporary and focused on regional, national and international priorities. Thus the skills that are developed within the programme are a direct result of these learning partnerships, as is the creation of real world experiences such as at level 6 where AFBS6403 Audit and Assurance flips assessment in the real world challenge of theorising on how companies could manipulate the rules and regulations of financial accounting thus testing ethical and professional interpretations of current process.

3. **Embracing innovative approaches to learning, teaching and assessment** by (1) the appropriate use of learning technology to support a high quality student experience (2) developing real world environments where the classroom becomes the accountant's office, and vice versa, and (3) using proven teaching methods thus ensuring that you develop the skills necessary to the contemporary professional environment [for example in the module at level 5 AFBS5401 Management Accounting and Decision Making which asks you to participate in real world exercises and then reflect upon how this impacts on your professional identity]. These approaches are assessed by you through module evaluation forms and your feedback will impact onto future delivery of the modules and programme of study

4. **Continuing to recruit and further develop well qualified, high quality staff**: our teaching staff create, share and disseminate new knowledge through their disciplinary research, teaching, academic enterprise and partnerships and use their pedagogical and professional expertise to promote an environment for you to realise their full potential. Currently key staff delivering on this programme are professionally accredited by CIMA.

   Staff provide contributions to text books and research outputs through engagement with conferences and journal articles. In addition they provide consultancy for companies, for instance in supporting the Freshwater Biological Association develop strategies for growing

income and surplus. Staff continue to engage with industry through non-executive membership of company boards, and in taking up trusteeships in third sector organisations and being actively engaged with their professional bodies through Committee membership.

Providing staff development opportunities appropriate to a University focused on student learning: Many staff on this award are Fellows of the Higher Education Academy and have contributed to the annual Learning and Teaching Fest's and other external research conferences. Staff have submitted book chapters and further book proposals to Routledge and attended a range of training events including Curriculum Design and Validation organised by the university's Academic and Quality Development team. This particular training event, attended by the student union, encouraged the staff to consider the role of 'volunteering' within this programme

5. **Ensuring quality provision through robust review and enhancement processes** thus this award has been designed in conjunction with industry partners, students, the professional bodies and members of AQD. All groups of stakeholders have attended workshops, meetings or seminars to help contribute to the curriculum. Examples of how this has impacted on this programme are:

   (i) As a result of listening to the student union the course team propose to promote volunteering in AFBS5401 Management Accounting for Decision Making and AFBS6400 Management Accounting for Managing Performance, using non-compulsory volunteering opportunities as a place to develop accounting and finance skills in real world contexts.

   (ii) The course team have created professional identity and real world practice in modules at all levels. For instance at level 5 AFBS5401 Management Accounting and Decision Making asks you to participate in real world exercises and then reflect upon how this impacts on your professional identity; at level 6 AFBS6403 Audit and Assurance flips assessment in the real world challenge of theorising on how companies could manipulate the rules and regulations of financial accounting thus testing ethical and professional interpretations of current process.

Teaching and Learning

Students will have opportunities to give and receive peer review on formative assessment and will be guided throughout in developing their skills in this vocational aspect of their personal development.

Primarily, delivery is face to face. However, good use is made of the University's VLE and other learning resources such as e-portfolio to support teaching and learning. The team uses a wide range of teaching methods including lectures, seminars, workshops, field work, work-based learning, employer based case studies, live projects, guided learning, simulations, discussion groups including virtual forums and other digital formats.

You will also be asked to work in small groups which encourage collaborative learning.

We will motivate you through your learning and engagement in the following ways:

(a) We will balance out the assessment calendar the best we can so that you (and your tutors) reduce the stress points created by the "bunching" of assignments in the calendar;

(b) Through your engagement you will have the ability to make informed judgements in relation to your own work;

(c) We will provide you with effective feedback and feed forward i.e. looking ahead to the next assignment;

(d) We have procedures in place to ensure that you are not unfairly disadvantaged in any way.

(Summative) Assessment

Each module is 'summatively assessed'. These are pieces of work which together form the marks you

will receive for the module. The module guide will clearly explain exactly what has to be undertaken for each module and when it is due to be handed in. You will need to develop excellent time management skills to ensure that you can manage your employment, leisure activities and university assessments.

Formal examinations feature prominently as this is the way that professional bodies test the skills and knowledge of their membership. However the preparation strategy adopted at the University of Cumbria helps you to become more comfortable with the examination situation by ensuring each module will provide you with a 'mock' exam with feedback, to help you to prepare effectively. In addition it is important to note that there are a variety of examination types, from multi choice tests to prepared case studies.

All assessment is vocational in nature, using real life scenarios. Each assessment method builds so that feedback on each format [essay, business report, oral presentation, exam or set exercise] can contribute to your improvement for the next submission. In addition care has been taken that final year work is supported by a range of underpinning experiences that allow for self-reflection so that in your final essay for the module 'AFBS6404 Business Evaluation and Risk' plans for future CPD (continuous personal development) can be made. This progression of assessment is vital to building the skills necessary for graduation to a professional accounting and finance role.

Finally it is possible, due to the university regulations, to obtain a BA (Hons) Business, Accounting and Finance degree even though you may not pass the full requirements of the professional standards. For instance the professional standard requires you pass all the examinations within the degree programme; university regulations allow condoning of some modules: please see the academic regulations at http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf for more information. In order to obtain the Professional Body Exam Exemptions you will need to submit you results transcript as verification of your exam marks when applying to the relevant Professional Body upon completion of the programme.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand

During the induction week you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning

Learning Information and Student Support service (IS). They will run sessions on expectations for studying in higher education and show you around the library and learning resources. You will receive a programme handbook which will clearly explain your award, how it will run, and the people involved. In addition, it will provide hyperlinks where you will find help on module enrolment, assessment submission and if you need to apply for 'extenuating circumstances'. Your programme handbook will also include further information on the options available to you at levels 5 and 6 and the Programme Leader and Module Leaders will support you through this decision making process, to help you to achieve your personal goals and ambitions.

Progressing students will not be required to attend all induction activities at level 4, however will be invited to be involved in activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UOC student.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

Engagement with Personal Development Planning happens via various ways, such as the

•	incorporating PDP exercises and activities into departmental learning development activities (e.g. skills development modules, workshops or resources)

•	liaising with Careers Service colleagues to provide resources to support students engagement with the university of Cumbria's Employability Vision

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone

by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Student Transition Advisor Support (Level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular they will help you to adjust to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly

hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
Year 0					
3	UNIF3003	Essential University Skills 1	20	Compulsory	K2, S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K2, S1
3	UNIF3007	Business Innovation	20	Compulsory	K1, K2, S1, S3
3	UNIF3004	Essential University Skills 2	20	Compulsory	K2, S1
3	UNIF3008	Leading and Managing Individuals and Organisations	20	Compulsory	K2, S1
3	UNIF3009	Individual Case Study	20	Compulsory	K1, K2, S1, S2
Year 1					
4	UCBP 4001	Managing People and Organisations	20	Compulsory	K4, K5, K6, K8 S3, S4, S6,
4	UCBP 4002	The Business Environment	20	Compulsory	K4, K6, K7 S3, S4, S5, S8
4	UCBP 4003	Introduction to Business Finance	20	Compulsory	K6 S4, S5, S8
4	UCBP 4004	Fundamentals of Business	20	Compulsory	K4, K5, K6, K7, K8 S3, S5, S7

4	UCBP 4005	Principles of Marketing	20	Compulsory	K6, K7 S3, S4, S5, S6, S7
4	UCBP 4006	Management Accounting	20	Compulsory	K6, K8 S4, S5, S8
Year 2					
5	AFBS 5400	An Introduction to UK Law for Business	20	Optional**	K12, K13, K14, K17 S12, S13, S14
5	AFBS 5401	Management Accounting for Decision Making	20	Compulsory	K11, K12, K15, K16, K17 S9, S13, S14
5	AFBS 5402	The Financial Regulatory Environment	20	Compulsory	K11, K13, K15, K17 S9, S10, S13
5	UCBP 5002	Responsibility, Ethics & Sustainability in Practice	20	Optional	K8, K9, K10, K12, K14 S, 8, S9, S10. S11, S12
5	AFBS 5403	Corporate Law	20	Optional**	K12, K13, K14, K17 S12, S13, S14
5	AFBS 5406	An Introduction to Taxation	20	Optional**	K8, K9, K10, K13, S7, S9, S11
5	AFBS 5405	Introduction to Audit and Assurance	20	Compulsory	K12, K13, K14, K17 S9, S11, S13
5	UCBP 5005	Managing Operations	20	Optional	K8, K9, K11, K12, K14 S8, S9, S10, S11

Level	Code	Module	Credits	Status	K & S
5	UCBP 5006	International Economics	20	Optional	K8, K9, K12, K13, K14 S7, S9, S10, S11, S12
Sandwich option year 3					
5	UCBP 5020	Sandwich Placement	120	*Compulsory As appropriate for your target award	K13, K17 S10, S11, S12, S13
Year 3					
6	AFBS 6401	Corporate Financial Reporting	20	Compulsory	K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20
6	AFBS 6402	Corporate Financial Management	20	Compulsory	K18, K19, K20, K21, K22, K23, K24 S15, S16, S18, S19, S20
6	AFBS 6400	Management Accounting for Managing Performance	20	Compulsory	K18, K19, K20, K21, K22, K23, K24 S19, S20, S21, S22, S23, S24
6	AFBS 6404	Business Valuation and Financial Risk	20	Compulsory	K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20
6	AFBS 6403	Audit and Assurance in Practice	20	Compulsory	K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20
6	AFBS 6406	Advanced Taxation	20	Optional**	K15, K16, K19, K20 S13, S15, S16, S17, S18
6	AFBS 6405	Negotiated Project	20	Optional	K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20

Notes
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes
Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.
A failed student will not be permitted to re-register on the same programme
** These optional modules contribute towards the professional body accreditation that the University is seeking, students will need to discuss their option choices with the Programme Team in order to achieve their examination exemptions goals.

Part Time Programme Curriculum Map[1] (***Note: Year 0 can only be studied on a full-time basis***)						
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Pre/Co Requisite	Map to Programme Outcomes[4]
Year 0						
3	UNIF3003	Essential University Skills 1	20	Compulsory		K1, K2, K3, S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory		K3, S1
3	UNIF3007	Business Innovation	20	Compulsory		K1, S1
3	UNIF3004	Essential University Skills 2	20	Compulsory		K1, K2, K3, S1
3	UNIF3008	Leading and Managing Individuals and Organisations	20	Compulsory		K1, K2, S1
3	UNIF3009	Individual Case Study	20	Compulsory		K1, K2, K3, S1, S2

Year 1							
4	UCBP 4002	The Business Environment	20	Compulsory		K4, K6, K7 S3, S4, S5, S8
4	UCBP 4003	Introduction to Business Finance	20	Compulsory		K6 S4, S5, S8
4	UCBP 4004	Fundamentals of Business	20	Compulsory		K4, K5, K6, K7, K8 S3, S5, S7
4	UCBP 4005	Principles of Marketing	20	Compulsory		K6, K7 S3, S4, S5, S6, S7
Year 2							
4	UCBP 4001	Managing People and Organisations	20	Compulsory		K4, K5, K6, K8 S3, S4, S6,
5	AFBS 5400	An Introduction to UK Law for Business	20	Optional**		K12, K13, K14, K17 S12, S13, S14
5	UCBP 5002	Responsibility, Ethics & Sustainability in Practice	20	Optional		K8, K9, K10, K12, K14 S, 8, S9, S10. S11, S12
4	UCBP 4006	Management Accounting	20	Compulsory		K6, K8 S4, S5, S8
5	AFBS 5403	Corporate Law	20	Optional**		K12, K13, K14, K17 S12, S13, S14
5	UCBP	Managing Operations	20	Optional		K8, K9, K11, K12, K14

	5005						S8, S9, S10, S11
Year 3							
5	AFBS 5401	Management Accounting for Decision Making	20	Compulsory		K11, K12, K15, K16, K17 S9, S13, S14
5	AFBS 5402	The Financial Regulatory Environment	20	Compulsory		K11, K13, K15, K17 S9, S10, S13
5	AFBS 5406	An Introduction to Taxation	20	Optional**		K8, K9, K10, K13, S7, S9, S11
5	AFBS 5405	Introduction to Audit and Assurance	20	Compulsory		K12, K13, K14, K17 S9, S11, S13
5	UCBP 5006	International Economics	20	Optional		K8, K9, K12, K13, K14 S7, S9, S10, S11, S12
Year 4							
6	AFBS 6401	Corporate Financial Reporting	20	Compulsory		K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20
6	AFBS 6402	Corporate Financial Management	20	Compulsory		K18, K19, K20, K21, K22, K23, K24 S15, S16, S18, S19, S20
6	AFBS 6404	Business Valuation and Financial Risk	20	Compulsory		K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20
6	AFBS 6403	Audit and Assurance in Practice	20	Compulsory		K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20

Year 5							
6	AFBS 6400	Management Accounting for Managing Performance	20	Compulsory		K18, K19, K20, K21, K22, K23, K24 S19, S20, S21, S22, S23, S24
6	AFBS 6406	Advanced Taxation	20	Optional**		K15, K16, K19, K20 S13, S15, S16, S17, S18
6	AFBS 6405	Negotiated Project	20	Optional		K18, K19, K20, K21, K22, K23, K24 S15, S16, S17, S18, S19, S20

* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure:

Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Method(s) of Assessment	Approximate Assessment Deadline
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Presentation (50%) Written assignment (50%)	Mid Semester 2 End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3008	Leading and Managing Individuals and Organisations	Spring	Presentation (40%) Written Assignment (60%)	Mid Semester 2 End Semester 2
UNIF3009	Individual Case Study	Spring	Portfolio (40%) Presentation (60%)	Mid Semester 2 End Semester 2
UNIF3007	Business Innovation	Autumn	Presentation (30%) Report (70%)	Mid Semester 1 End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Business Studies				
UCBP4001	Managing People and Organisations	Autumn	Practical skills assessment 50%	Ongoing throughout Semester

			Written exam 50%	End of Semester 1
UCBP4002	The Business Environment	Autumn	Written exam 100%	End of Semester 1
UCBP4003	Introduction to Business Finance	Autumn	Written exam 50% Written assignment 50%	End of Semester 1
UCBP4004	Fundamentals of Business	Spring	Written exam 50% Written assignment, 50%	End of Semester 2
UCBP4005	Principles of Marketing	Spring	Written assignment 40% Written exam 60%	Ongoing throughout Semester 2
UCBP4006	Management Accounting	Spring	Written assignment 50% Written exam 50%	Ongoing End of Semester 2
Students exiting at this point with 240 credits would receive a CertHE Business Management				
AFBS5400	An Introduction to UK Law for Business	Autumn	70% Written exam 2 hrs 30% Oral Presentation [Group Task] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1
AFBS5401	Management Accounting for Decision Making	Autumn	70% Written exam 2 hrs 30% Set Exercise [practical skills plus formative reflection] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1
AFBS5402	The Financial Regulatory Environment	Autumn	70% Written Exam 2 hrs 30% Written Assessment [Essay] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1

UCBP5002	Responsibility, Ethics & Sustainability in Practice	Autumn	65% Written Assignment 2000 words 35% presentation 20 mins	End of Semester 2 Mid Semester 2
AFBS5403	Corporate Law	Spring	70% Written exam 2 hrs 30% Oral Presentation [Group Task] 1,500 word equivalent	End of Semester 2 Mid/End Semester 2
AFBS5406	An Introduction to UK Taxation	Spring	70% Exam 2 hrs 30% Practical Skills Assessment 1 hr	End of Semester 2 Mid Semester 2
AFBS5405	Introduction to Audit and Assurance	Spring	70% Written Exam 2 hrs 30% Written Assessment [Business Report] 1,500 word equivalent	End of Semester 2 Mid/End Semester 2
UCBP5005	Managing Operations	Spring	100% Portfolio 4000 word equivalent	End of Semester 2
UCBP5006	International Economics	Spring	40% Written Assignment 1500 words 60% Written Assignment 2500 words	Mid Semester 2 End of Semester 2
Students exiting at this point with 360 credits would receive a DipHE Business, Accounting and Finance				
AFBS6400	Management Accounting for Managing Performance	Autumn	70% Written Exam 2 hrs 30% Set Exercise [Group Practical Skills plus written evaluation]	End of Semester 1 Mid/End Semester 1

			1,500 word equivalent	
AFBS6401	Corporate Financial Reporting	Autumn	70% Written Exam 2 hrs 30% Set Exercise [Group Business Report] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1
AFBS6402	Corporate Financial Management	Autumn	70% Written Exam 2 hrs 30% Set Exercise [Use of Spreadsheets plus written business communication] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1
AFBS6403	Audit and Assurance in Practice	Spring	70% Written Exam 2 hrs 30% Set Exercise [Group work for discussion and research; individual written reflection] 1,500 word equivalent	End of Semester 2 Mid/End Semester 2
AFBS6404	Business Valuation and Financial Risk	Spring	70% Written Exam 2 hrs 30% Written Assessment [Essay – final reflective piece including thinking forward to future CPD] 1,500 word equivalent	End of Semester 2 Mid/End Semester 2
AFBS6406	Advanced Taxation	Spring	70% Exam 2 hrs 30% Practical Skills	End of Semester 2

			Assessment 1 hr	Mid Semester 2
AFBS6405	Negotiated Project	Spring	100% Dissertation/Project 4,500 words	End of Semester 2

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Students exiting at this point with 300 credits wold receive an Ordinary BA Business, Accounting and Finance

Students exiting at this point with 480 credits would receive a BA (Hons) Business, Accounting and Finance

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Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • Involvement of student representatives on course / school committees. • Regular Programme Team meetings. • Regular engagement via AQD • Engagement of industry stakeholders in projects, conferences, seminars and real world experiences • Knowledge Transfer Partnerships and other industry related activities • Professional Body Accreditation Mechanism • Level 3 Management Group
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Informal consultative meetings with students • Peer Review Process • Guest Speakers and Specialist Delivery Lecturers. • Analysis of student results: progression, retention and classification profiles • Industry Forum with Higher Apprenticeship Partners

Date of Programme Specification Production:	February 2019
Date Programme Specification was last updated:	03.04.2019
For further information about this programme, refer to the programme page on the University website	

https://www.cumbria.ac.uk/study/courses/undergraduate/business-accounting-and-finance-with-integrated-foundation-year/

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	Yes / No
If yes, what % of the programme is the placement requirement?	
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Yes / No