Programme Specification

Programme Title and Name of Award	BA (Hons) Business, Accounting and Finance (top-up)		
Professional Qualifications / Accreditation	N/A		
Academic Level	6	Total Credits	120
UCAS Code	N/A	JACS Code	N340 N400 N411
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. For Accreditation of Prior Learning (APL), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/business-accounting-and-finance-top-up/		
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		
Pattern of Delivery	Full Time/ Part Time		
Delivery Site(s)	Lancaster		
Programme Length	**Bachelor Degree (Honours):-** 1 year Standard registration period (full-time) 2 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: BA Business, Accounting and Finance (Ordinary Degree) (60 credits)

Programme Features

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.

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.

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[1]). 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)[2]

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.

Aims of the Programme

The overall aims of the Programme are:

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[1] 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.
[2] Hall, D. T. (2004). Self-awareness, identity, and leader development. *Leader development for transforming organizations: Growing leaders for tomorrow*, 153-176

Aim 1: 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 in accounting.

Aim 2: To stimulate you to develop your intellectual capacity and cognitive skills through the acquisition of vocationally related knowledge and problem solving abilities.

Aim 3: To promote in you the desire and ability to reflect upon your role as a professional accountant in business and the wider society.

Aim 4: 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 5: To develop an evaluative and critical approach to study, business situations, and problems.

Aim 6: 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 6: (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:

After completing this programme you will be able to demonstrate knowledge and

understanding of:

K1: 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

K2: An ability to critically analyse and draw reasoned conclusions concerning structured and unstructured problems from given sets of data

K3. The ability to reflect and further develop all elements of professional identity including regulatory and legal frameworks

K4: Independence of mind and thought and appropriate creativity within the context of accounting and finance.

K5: The capability to locate, extract and analyse financial and non-financial data from multiple sources, including the acknowledgement and referencing of sources

K6: 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

K7: 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 by level 6:

After completing this programme you will be able to demonstrate skills in:

S1: Technical Skills: A Professional Standard of technical competency (which includes digital literacy) & judgement

S2: Personal Skills: A strong Professional identity with plans for future CPD

S3: Interpersonal Skills: Communication, time management, Group, team working, influencing and challenging skills

S4: Communication Skills: Communicating in different contexts and environments, including real world business settings internal and external to an organisation

S5: 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.

S6: 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:

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.html

CIMA (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

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

The BA (Hons) Business, Accounting and Finance award has been developed keeping the University of Cumbria's Learning, Teaching and Assessment Strategy 2014-2017 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.

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. 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 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 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

As a student of the University of Cumbria, you get a great package of support. Academic staff work closely with Library and Student Services (LiSS) to ensure you are provided with the best in support and resources.

You will study at Lancaster; and you will also have access to all University campuses in the Cumbria family including Energus, Ambleside and Barrow. Learning resources (books and journals) will be housed at the Lancaster campus, but can be booked online or in person and delivered to your nearest campus. Wherever possible the team use e-resources to ensure accessibility wherever you need to study.

Welcome/Induction

The welcome and induction for this award takes place during the first week each year. We will ensure you have enrolled and registered, have access to your university email account, the online timetable and receive a tour of the campus. In addition you will meet fellow students, the programme leader and tutors who will deliver the individual modules.

You will be allocated a Personal Tutor as part of the Welcome activity. The personal tutor will usually be involved in the delivery of your programme and will have contact with you throughout your time at the University. They will have responsibility to support your learning and development and will make themselves available should you require pastoral, academic or other support. You will meet your personal tutor during 'welcome week'. Thereafter you can contact them via their 'office hour' system to book appointments to suit your needs; you will be required to engage in a formal appointment with your personal tutor no less than three times per academic year (this will sometimes be face to face and on other occasions remotely).

You will receive a programme handbook which will clearly explain your award, how it will run, the people involved and its very unique timetable. In addition it will provide hyperlinks to the Course Information Point (CIP) where you will find help on module enrolment, assessment submission and if you need to apply for 'extenuating circumstances'.

LiSS

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling,

health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and continue in the accounting and finance career you always dreamed of. Access university support and facilities easily and quickly via our help is at hand search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. 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.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic content using our Quest discovery system. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

In addition to the range of guidance above, students have the opportunity to further develop their personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

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 6 (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.

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. See the webpage www.cumbria.ac.uk/mentors for more information. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our

students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk

The Student Union

The Student Union, an integral part of the University, offer a range of social events, volunteering opportunities, counselling services and advice on academic regulations. You will automatically become a member of the student union on enrolment at the university however can pay a small fee to then receive substantial discounts at local retail outlets. More on the student union can be found here: http://www.ucsu.me/

Other Support Services

Whilst you are at university there will be different times and events for which you may need support. From money and finance, faith, careers and employability to health and wellbeing or childcare you can find support at http://www.cumbria.ac.uk/InformationFor/CurrentStudents/Home.aspx

Full Time Programme Curriculum Map[1]						
Academic Level	**Module Code**	**Module Title[2]**	**Credits**	**Module Status[3]**	**Pre/Co Requisite**	**Map to Programme Outcomes[4]**
Autumn Year 1						
6	AFBS 6401	Corporate Financial Reporting	20	Compulsory		K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6
6	AFBS 6402	Corporate Financial Management	20	Compulsory		K1, K2, K3, K4, K5, K6, K7 S1, S2, S4, S5, S6
6	AFBS 6403	Audit and Assurance in Practice	20	Compulsory		K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6
Spring Year 1						
6	AFBS 6404	Business Valuation and Financial Risk	20	Compulsory		K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6
6	AFBS 6400	Management Accounting for Managing Performance	20	Compulsory		K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6
6	AFBS 6406	Advanced Taxation	20	Optional		K15, K16, K19, K20 S13, S15, S16, S17, S18
6	AFBS 6405	Negotiated Project	20	Optional		K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6

Part Time Programme Curriculum Map[1]						
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Pre/Co Requisite	Map to Programme Outcomes[4]
Autumn Year 1						
6	AFBS 6401	Corporate Financial Reporting	20	Compulsory		K22, K23, K24, K25, K26, K27, K28 S19, S20, S21, S22, S23, S24
6	AFBS 6402	Corporate Financial Management	20	Compulsory		K22, K23, K24, K25, K26, K27, K28 S19, S20, S22, S23, S24
Spring Year 1						
6	AFBS 6404	Business Valuation and Financial Risk	20	Compulsory		K22, K23, K24, K25, K26, K27, K28 S19, S20, S21, S22, S23, S24
6	AFBS 6403	Audit and Assurance in Practice	20	Compulsory		K22, K23, K24, K25, K26, K27, K28 S19, S20, S21, S22, S23, S24
Autumn Year 2						
6	AFBS 6400	Management Accounting for Managing Performance	20	Compulsory		K22, K23, K24, K25, K26, K27, K28 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		K22, K23, K24, K25, K26, K27, K28 S19, S20, S21, S22, S23, S24

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ Core Modules must be taken and must be successfully passed.

Compulsory Modules must be taken although it may possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations.

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.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module summative assessment)

Programme Delivery Structure				
Module Code	**Module Title**	**Delivery Pattern** Autumn Semester / Spring Semester	**Method(s) of Assessment**	**Approximate Assessment Deadline**
AFBS6400	Management Accounting for Managing Performance	Autumn	70% Written Exam 2 hrs 30% Set Exercise [Group Practical Skills plus written evaluation] 1,500 word equivalent	End of Semester 1 Mid/End Semester 1
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]	End of Semester 2 Mid/End Semester 2

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

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	Documented Module Evaluations by Students and staff AER at course and department level Periodic review and revalidation activities Liaison with External Examiners Involvement of student representatives on course / school committees. Regular Programme Team meetings. Regular engagement via AQD Peer Review process Engagement of industry stakeholders in projects, conferences, seminars and real world experiences Knowledge Transfer Partnerships and other industry related activities Professional Body Accreditation Mechanism Department Quality Committee (DQC)
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: **Students, graduates, employers, WBL venues, other stakeholders, etc.**	Module Evaluation forms Student Membership of DQC where appropriate NSS & PYS Feedback from students into personal tutor system 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:	24 June 2016
Date Programme Specification was last updated:	
For further information about this programme, refer to the programme page on the University website	

Appendix: Skills Matrix

	Skill Development					
	Technical **(T)**	**Personal** **(P)**	**Interpersonal** **(IP)**	**Communication** **(C)**	**Business Management** **(B)**	**Intellectual** **(I)**
Level 6	Professional Standard of technical competency (which includes digital literacy) & judgement.	Professional identity development.	Influencing / challenging skills.	Communicating in different contexts / environments, including external busines settings.	Commercial awareness.	Critical evaluation of arguments & evidence.
Level 5	Knowledge & application of complex accounting & finance techniques in a practical and digital context.	Continuous improvement of self.	Developing teams and supporting others.	Oral and written presentation compentency in internal business settings.	Understanding of the regulatory environment.	Innovative thinking and evaluation skills.
Level 4	Knowledge & application of fundamental accounting techniques in a practical and digital context.	Self-managed learning.	Working in teams.	Oral and written presentation skill development.	Understanding of the context in which accounting & finance operates.	Ethical / regulatory / legal thought processes and considerations.