****

**Programme Specification**

**Title of Course: BSc (Hons.) Accounting and Finance with Business Experience**

**Date Specification Produced: November 2015**

**Date Specification Last Revised: January 2019**

This programme specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in student handbooks and module descriptors.

*Examples of completed programme specifications can be found on the* [*KU Programme Specification Archive*](http://www.kingston.ac.uk/programme-specifications/)*.***SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | BSc (Hons.) Accounting and Finance with Business Experience |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill |
| **Programme Accredited by:** | This programme offers partial exemptions to the following bodies’ professional qualifications:The Association of Chartered Certified Accountants (ACCA)Chartered Institute of Management Accountants (CIMA)The Institute of Chartered Accountants in England and Wales (ICAEW) |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The BSc (Hons.) Accounting and Finance with Business Experience degree is an innovative degree designed to make the most of students’ time at university. This degree provides students with a full honours degree, partial exemptions to ACCA, CIMA and ACA professional accounting qualifications and also a business experience programme – all within three years.

The degree programme is specifically designed for students who wish to follow a career in accounting and finance and who want to have a head start in their career and employment prospects. Students may be interested in becoming an auditor, a financial accountant, a management accountant, a tax accountant, a forensic accountant, a treasurer, a banker or a company secretary, to name some of the careers associated with these fields. Typically, graduates of the Accounting and Finance programme can expect to join an accounting firm or an accounting department in a firm in industry or in the public sector – for example, in a local government authority or a charity. Some of our students have obtained training contracts with the Big Four accounting firms, including Deloitte and KPMG, while others have joined small or medium-sized firms, both local to Kingston and further afield. Other past students have joined organisations such as Bloomberg, the NHS and Tesco, while others have enrolled for postgraduate study.

There are three distinct disciplines associated with an accounting and finance degree: financial accounting, management accounting and finance. The BSc (Hons.) Accounting and Finance with Business Experience degree equips students with the knowledge, skills and techniques associated with these three disciplines, building up knowledge and developing skills from year to year. However, the degree goes further than providing just technical knowledge and skills and also develops intellectual skills such as argument development and critical analysis.

The first year of the degree provides an understanding of the business and legal environment in which accounting and finance operates and provides the knowledge and skills which underpin the study of accounting and finance. The second year of the degree focuses on developing knowledge and practical application skills within the three core areas of financial accounting, management accounting and finance. The final year of the degree builds on the first-year and second-year studies and also develops theoretical concepts and critical thinking. The final-year modules enable students to synthesise and apply the knowledge and skills they have acquired throughout the course and in those particular discrete and distinct discipline areas. The Theory and Practice of Financial Reporting capstone module brings together learning from across the various levels and the different subjects.

The degree also helps develop employment-ready students through an intensive programme of employability skills and the integrated business experience. There is a strong emphasis within the programme on developing the skills sought by employers. Examples include the ability to use Excel, give presentations, develop an argument and work with others. This is supported by other career activities within modules and also by additional events and activities designed to enhance employment prospects.

These are supplemented by the Business Experience programme, which is formed of three separate elements. First, there is a dedicated Business Readiness programme consisting of two Business Readiness and Skills modules which run alongside the level 4 and 5 studies. In these modules, students receive a range of professional and skill-development sessions. There is also an optional third year Business Readiness module. Second is the business practice, which may take a variety of forms, including:

* a business internship
* a research internship
* an entrepreneurial experience
* a business consultancy
* study abroad (an option that is available for students who wish to take an additional year)

or a mix of the above if students wish to complete the 4-year version of the degree, all fully supported by our Business and Professional Experience team.

This integrated business practice provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting while also building their self-confidence and strengthening their CV. Students undertaking such placement activities are in a stronger position to achieve their best in the final year of study, as well as gaining skills and experience that employers desire in today’s business world. Students undertaking a work placement in an appropriate accounting position may be able to include this placement as part of the three years of work experience required by the professional bodies.

The third element of the Business Experience programme is the professional development. The programme offers additional qualifications in the form of Excel certification at both standard and advanced levels, as well as other Microsoft Office certifications, the Bloomberg Market Concept (BMC) certification and the opportunity to study for Prince2. Many employers want students to be able to use Excel and the achievement of the Microsoft certification provides additional evidence on students’ CVs of their accomplishments in this area. Prince2 is a highly regarded project management qualification. Both these additional qualifications are included within the cost of the degree. The professional accounting exemptions offer a pathway and part-qualification with ACCA, CIMA and ICAEW (ACA). Please refer to section E1 for links to the professional bodies’ exemption information.

The ICAEW joins with the Accounting and Finance degree team for an annual “Speed Meeting” which involves third-year students meeting, networking and having interviews with local employers; there are also CV workshops and additional awards to be gained for extra-curricular activities. Additionally, the university is an ICAEW Higher Education Partner in Learning

Due to the experiential nature of the learning on this programme, and the importance of professional development enabling students to develop practical skills, learn from and interact with others, ***attendance is compulsory***. Any students not attending a minimum of 80% of their timetabled sessions will be at risk of academic failure or termination from the course.

1. **Aims of the Programme**

The overall aim of this programme is to develop independent thinkers and learners who are professional, ethical and skilled in accounting and finance methods and techniques – ready to join employment as fully functioning members of their organisation.

As part of this overall goal, the programme aims to:

* Provide all students with an in-depth knowledge of the three main areas within these fields: financial accounting, management accounting and finance
* Develop the technical skills necessary to undertake accounting and finance tasks and roles
* Develop intellectual skills necessary to evaluate and critique both theoretical and practical aspects of accounting and finance
* Instil an appreciation of the importance of ethical and professional behaviour in business as a whole and within accounting and finance in particular
* Give students a head start on the employment ladder, preparing them for graduate employment, further study and lifelong learning
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Accounting (2016) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

|  |
| --- |
| **Programme Learning Outcomes** |
|  | **Knowledge and UnderstandingOn completion of the course students will be able to:** |  | **Intellectual Skills On completion of the course students will be able to:** |  | **Practical Skills On completion of the course students will be able to:** |
| A1 | Demonstrate a knowledge and understanding of:1. economic, social, organisational environments
2. business information systems
3. quantitative methods
 | B1 | Identify and select relevant data and techniques for financial and business decision making | C1 | Apply accounting principles, standards and techniques to produce financial statements and financial information for use within an organisation or by those external to the organisation |
| A2 | Demonstrate an appreciation of the role of, and the importance of: 1. financial accounting,
2. management accounting and
3. finance

 functions within an organisation | B2 | Critically analyse and appraise data and financial information to solve problems and / or make appropriate decisions and recommendations | C2 | Use financial data to make appropriate recommendations |
| A3 | Critically discuss and evaluate current methods and techniques for1. financial accounting and reporting,
2. management accounting and
3. finance
4. taxation
5. and *either* enterprise accounting or auditing

,as well as alternative approaches | B3 | Evaluate and critique both theory and practice | C3 | Conduct themselves in a professional manner appropriate for the workplace |
| A4 | Understand the English legal system and explain and apply legal regulations in which business and accounting operates | B4 | Demonstrate the ability to be independent, autonomous learners |  |
| A5 | Demonstrate an awareness and understanding of current topics and issues of interest within accounting and finance, including ethical issues |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as follows:

|  |
| --- |
| **Key Skills** |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and Information Literacy Skills** | **Numeracy Skills** | **Management and Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and verbally | Work effectively with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively, orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and schedule and manage those resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Listen actively and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 120 UCAS points

BTEC: DDM

Plus: Five GCSEs at grade A-C, to include maths and English language

Additionally, for those candidates whose first language is not English, the following (or equivalent) qualifications are also needed:

|  |  |
| --- | --- |
| TOEFL: | IELTS: |
| Minimum overall grade of 80 | Minimum overall grade of 6.0 |
| Minimum element marks in: | Minimum element marks in: |
| Reading:  | 20 | Reading: | 5.5 |
| Listening:  | 19 | Listening: | 5.5 |
| Writing:  | 20 | Writing: | 5.5 |
| Speaking:  | 21 | Speaking: | 5.5 |

1. **Programme Structure**

This programme is offered in full-time mode and leads to the award of BSc (Hons.) Accounting and Finance with Business Experience for students achieving the full 360 credits and passing the additional Business Readiness and Business Practice modules. The Business Readiness and Business Practice modules count towards this final award but not towards degree classification. Entry is normally at level 4 with A-level or equivalent qualifications (see section D). Intake is in September.

**E1. Professional and Statutory Regulatory Bodies**

This programme offers partial exemptions to both the ACA (ICAEW) and ACCA qualifications. Details of the exemptions can be found on the professional bodies’ internet sites:

ICAEW / ACA qualification: <http://apps.icaew.com/index.cfm/route/146395/icaew_ga/en/students/credit_for_prior_learning_directory>

ACCA qualification: <https://portal.accaglobal.com/accrweb/faces/page/public/accreditations/enquiry/main/EnqInstitutionsTable.jspx> (Please choose “Accounting and Finance with Business Experience” from the selection of degrees for Kingston University).

CIMA qualification:

<https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/Kingston-University-161/>

**E2. Work-based learning, including sandwich programmes**

Business experience options are an integral part of the degree and are supported by a dedicated Business and Professional Experience team (BPET). The team has good links with employers with positions available for students although students are also welcome to find their own placement. While it is the responsibility of individual students to secure such placements, the BPET offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

Students will also be assisted to choose from the other business experience options available, if a placement is not for them.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail. Students who choose a short period of study abroad will be encouraged to also take a short internship.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements to record on their CV, and also greater maturity and motivation.

**E3. Outline Programme Structure**

Due to the nature of the degree, which provides students with a range of opportunities and the business experience within a three-year period, the course is intensive and requires hard work and dedication.

The BSc (Hons.) Accounting and Finance degree comprises three levels of study (levels 4, 5 and 6). The first two levels each comprise four academic modules, with each module worth 30 credit points, and also a Business Readiness module. Level 5 also contains the Business Practice module, worth 60 credits. Typically a student must complete 120 credits at both these levels before progressing to the work/study placement. At level 6, there are four modules, each worth 30 credits and an optional Business Readiness module.

All students will be provided with the online link to the University regulations during the induction period and information about any specific additions that are required for accreditation by the exempting professional bodies. Full details of each module will be provided in module descriptors and student module handbooks. These will be made available on the virtual learning environment.

Modules by level:

* Level 4/Year 1: five core modules
* Level 5/Years 1 & 2: four core modules, and a choice of one module from two academic options and a choice of Business Practice modules
* Level 6/Year 3 : four core modules plus optional Business Readiness module



Level 4 of the Accounting and Finance degree provides an understanding of the business environment in which accounting and finance operates, provides the knowledge and skills that underpin the study of accounting and finance, and also develops professional skills required for employment. Students study economics, a field that forms the foundation of business with theories on supply and demand, allocation of scarce resources and distribution of goods and services; organisational behaviour, which is concerned with the behaviour and management of people in work situations; quantitative methods and IT skills, which are particularly useful and important skills for accountants; and the English legal system and the regulatory requirements in which accounting and finance operate. They also study the basics of financial accounting and bookkeeping. The Business Readiness module helps students with their employability skills by developing their time and learning management skills, their professional communication in a variety of mediums, and their numeracy and IT skills. The level 4 modules are studied in the first two teaching blocks of year 1.

At the same time as studying for level 4, students will undergo a series of business readiness activities to help develop their professional behaviour and provide them with the skills necessary to obtain and keep employment.

* Students must pass all 120 academic credits at level 4 before progressing to level 5..
* Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

|  |
| --- |
|  |
| **Level 4 / Year 1 TB1 & TB2** (five core modules) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Financial Accounting | BA4801 | 30 | 4 | Year 1/TB1 & 2 |
| Business Information Analysis | BB4401 | 30 | 4 | Year 1/TB1 & 2 |
| The Accountant’s Business Environment  | BB4405 | 30 | 4 | Year 1/TB1 & 2 |
| Law for Accountants  | BA4201 | 30 | 4 | Year 1/TB1 & 2 |
| Business Readiness | BH4444 | 0 | 4 | Year 1/ TB1 & 2 |

Level 5 starts in year 2, comprising both a taught element and also the work/study placement element of the Business Experience programme. The taught element focuses on developing knowledge and practical application skills within the three core areas of financial accounting, management accounting and finance, and furthering employability skills. Financial Reporting builds on and develops students’ learning from Financial Accounting and focuses on company financial reporting. Management Accounting and Finance introduce the remaining two main disciplines, considering the fundamental concepts of management accounting and finance and their application to appropriate finance and operating decisions. For the first option module, students are able to choose between a more professional route by studying Auditing, or a more entrepreneurial route by studying Enterprise Finance Management. The Business Readiness module continues to develop professional and employability skills, including the use of the Sage accounting computer package, and job application skills such as CV writing and interview skills.

Financial Reporting and Management Accounting are taught in the third teaching block of year 1 and the second two modules are taught in the first teaching block of year 2. The Business Readiness and Skills module continues over both teaching blocks.

After the taught component of level 5, students then undertake their work/study placement which forms one of the three elements of the Business Experience programme. These include a work placement or internship (including the setting up of an entrepreneurial business), a research placement or a study placement abroad.

* Progression to level 6 honours route requires all 150 level 5 credits to be passed.
* This course permits progression from level 5 to level 6 with 210 credits with a minimum of 90 credits at level 5 provided that all Level 5 core modules have been passed.
* Students who do not pass the Business Experience elements may also progress to level 6 but will be studying for an alternative award – BSc (Hons) Accounting and Finance
* Students exiting the programme at this point who have successfully completed 120 credits in both years (240 total) are eligible for the award of Diploma of Higher Education.

|  |
| --- |
| **Level 5 / Year 2** (four core modules and two option modules) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Financial Reporting | BA5802 | 30 | 5 | Year 2, TB1 and TB2 | Financial Accounting |
| Management Accounting  | BA5803 | 30 | 5 | Year 2, TB1 and TB2 | -- |
| Finance | BA5804 | 30 | 5 | Year 2, TB1 and TB2 | -- |
| Business Readiness | BH5555 | 0 | 5 | Year 2, TB 1 & 2 | -- |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Choice of:Auditing OR Enterprise Finance & Management | BA5805BA5806 | 3030 | 55 | Year 2, TB 1Year 2, TB 1 | Financial Accounting-- |
|  |  |  |  |  |  |
| Choice of:Work placementORResearch placementOREntrepreneurial placementORStudy abroad | BL5002 | 60 | 5 | Year 2 TB 1 - 2 |  |
|  |

The final year of the degree builds on the second year studies and also develops theoretical concepts and critical thinking. The core final-year accounting and finance modules enable students to synthesise and apply the knowledge and skills which they have acquired throughout the course and in those particular discrete and distinct discipline areas. The inclusion of Taxation provides a well-rounded provision overall.

Students who pass 120 credits of their subject modules (excluding the business experience elements) at each of levels 4 and 5 and at least 60 credits in Level 6 may be awarded a Pass Degree (Ordinary/Non Honours) degree. Students who do not pass the business experience elements but achieve 360 credits in all of their taught subject modules will be eligible for a BSc (Hons.) Accounting and Finance.

|  |
| --- |
| **Level 6 / Year 3 or 4** (four core modules) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Pre-requisites** |
| Theory and Practice of Financial Reporting | BA6801 | 30 | 6 | 1 & 2 | Financial Accounting, Financial Reporting |
| Advanced Management Accounting | BA6803 | 30 | 6 | 1 & 2 | Management Accounting |
| Corporate Finance | BA6802 | 30 | 6 | 1 & 2 | -- |
| Theory and Practice of Taxation  | BA6804 | 30 | 6 | 1 & 2 | Financial Accounting |
| Business Readiness (OPTIONAL) | BH6666 | 0 | 6 | 1 & 2 |  |
| Students who pass 120 credits of their subject modules (excluding the business experience elements) at each of levels 4 and 5 and at least 60 credits in Level 6 may be awarded a Pass Degree (Ordinary/Non Honours) degree. Students who do not pass the business experience elements but achieve 360 credits in all of their taught subject modules will be eligible for a BSc (Hons.) Accounting and Finance. |

1. **Principles of Teaching, Learning and Assessment**

At Kingston University London we are “Led by Learning” in all that we do and we believe our graduates should be able to contribute at the highest level in the real world. Our approach to teaching, learning and assessment supports this by encouraging and supporting students to grow from being “fed facts” to developing knowledge, understanding and critical skills through exploration of subjects that interest them.

Current practice is at the heart of the programme supported by theory and theoretical debate. A team of practitioners and research-active staff exposes students to current practice, regulations and theories, and industry guest speakers provide further opportunities for students to relate learning to real-life situations.

The programme also makes extensive use of technology to enhance learning. There are pre-class presentation videos; computer-based student forums where students can discuss and post queries to their cohort to aid peer learning opportunities; computer-based quizzes to provide both summative and formative feedback; an introduction to the Sage accounting package for recording transactions and producing financial statements; and students are encouraged at all levels of study to use spreadsheets.

There is a strong emphasis on examinations as the main form of assessment, with many modules having a 70% weighting to the examination element. The first reason for this is that all the professional bodies stipulate a high examination element in assessment when considering exemptions. These exemptions, when granted and converted, enable students to be considered part-qualified. In addition to the exemption requirements, unseen timed examinations are considered an appropriate form of assessment for students seeking eventual employment as accountants. This is because:

- as a student accountant on a training contract with an employing organisation, the route to membership for the professional bodies will be examination-based, supported by an appropriate period (usually three years) of work experience. This is the case for all accounting bodies: CIMA, CIPFA, ACCA and ICAEW.

- accountants are often required to work under time pressure: professional accounting offices will have a time recording system and tasks will require completion within a preset timeframe.

- working as an accountant requires a high degree of knowledge and an ability to solve problems, usually under time pressure and with little warning, e.g. in a meeting situation where an ability to deliver succinct and appropriate answers will be critical.

By developing exam techniques in students, this degree equips them with essential competencies which will help them as a trainee, as a fully qualified accountant and beyond. Students will be prepared for exams with general exam guidance provided in BA4801, and module-specific guidance in each module. Students are further prepared by practising past exam questions and exam-style questions within the module classes.

In addition to exam skills, the development of other practical and employability skills is also embedded within the programme. IT skills are developed in the first year Business Information Analysis and Business Readiness and Skills modules, and the use of spreadsheets is actively encouraged when preparing accounting solutions in all years and supported by the additional Microsoft Excel certification. The use of essays, case studies and presentations, both in class and as part of formal assessment, aids students to develop professional communication skills and the ability to provide reasoned arguments and critical evaluation of both their own work and the work of others. Group work in particular helps develop various skills, including leadership, working well with others, the ability to adapt and compromise, and the skill of listening to others and respecting alternative viewpoints, as well as presenting, defending, debating and challenging ideas. These are all useful life skills that will be appreciated both in the workplace and beyond.

The teaching and assessment strategies ensure that students have explicit formative opportunities for practice in which to gain feedback and feedforward, which can help them reach their full potential in summative assessment, both in the modules in which the feedback was obtained, and also in subsequent modules and learning. A range of methods will be selected to engage students actively, including problem-based and enquiry-based learning, industry research and peer-assisted learning.

Personal tutors are assigned to each student and remain with the student throughout their time on the course. In order to further support students and integrate the role of the personal tutor within the academic course structure, all personal tutors will be advised of the nature and timing of the assessments for each module on their tutee's course. This will enable tutors to identify and discuss areas of strength and weakness in each individual student's skills and knowledge set. As personal tutors remain with a student throughout their degree studies, feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance and development.

In addition, early formative and summative assessment during the first five weeks of the course is used to monitor student engagement with both in-class and online learning. Students who may need support in the transition to university can be identified and advised by the personal tutor, with the support of the student liaison team where issues are non-academic.

1. **Support for Students and their Learning**

Support for students and their learning is provided in a variety of forms:

* A personal tutor. As stated above, each student will have their own personal tutor who will normally stay with them throughout their course. The personal tutor is there to support, guide and encourage their tutees throughout the programme. Tutors not only support academic performance but also are there to listen to non-academic concerns such adapting to a new environment/country, family concerns, illness or homesickness. They are also there to help celebrate success. Personal tutors are a great resource for international students, giving them a named academic who will be able to direct them to relevant services and procedures
* A course director. The course director helps students to understand the programme structure, the academic regulations and what is required at the various levels of study
* A designated course administrator. The course administrator helps with administrative aspects such as helping with timetables issues, providing letters and giving guidance about mitigating circumstances
* The Business and Professional Experience team. This team provides valuable guidance both in the Business Readiness and Skills modules which develop students’ professional skills, and also supporting students with their placements, whether work, research, entrepreneurial or study abroad
* Peer-Assisted Learning (PAL) student mentors. The PAL mentors are students who have previously studied the modules and provide support and mentoring to newer students
* The Student Support Office. This office is led by the International Student Liaison Officer, who is helped by Student Support Assistants. Students can go to this office for academic and personal advice. The International Student Liaison Officer has a particular role of supporting international students
* Business and Law Academic Skills Centre (BLASC). This is a drop-in service for advice on academic skills. Both UK and international students find this service particularly useful for providing feedback on appropriate referencing
* Technical support with IT and the use of software
* An induction week at the start of the programme to introduce students to the university, university life, what is expected of them, the degree programme and each other
* Ongoing re-induction sessions at appropriate points in the course
* Access to English language support, which is particularly useful for international students who do not have English as their first language, and to foreign language tuition
* Staff Student Consultative Committee and course representatives to enable students to feed back to staff about the programme
* Canvas – a versatile on-line interactive intranet and learning environment
* Student support facilities that provide advice on issues including finance, regulations, legal matters, accommodation and international student support
* Disabled student support
* International students also have the additional benefit of the University’s International Student Advisory Centre (ISAC) which welcomes students on their entry to the UK and provides support throughout the student’s time at University. The IASC is based on the Kingston Hill campus, where the Accounting and Finance with Business Experience programme is taught, and provides guidance on such items as immigration matters, living in the UK and healthcare in the UK for international students
* The Union of Kingston Students, which provides a wide variety of clubs and societies and social events, as well as supporting and providing guidance to students on a variety of academic issues
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Professional exemptions
* External examiners – individual experts from another institution who assess the quality and comparability of our standards to those in other institutions
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level with student involvement
* Student evaluation
* Staff Student Consultative Committees
* Moderation policies which ensure marking is fair and consistent
* Informal feedback mechanisms including Student Quality Circles (a student-led mechanism that collects feedback and recommends improvements)
1. **Employability Statement**

Developing employable graduates is at the heart of this programme. The integrated Business Experience programme is designed to provide our students with the best opportunities for obtaining employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the dedicated Business and Professional Experience team. All students are required to attend the Business Readiness workshops which run throughout levels 4 and 5 and offer support to students at all stages of the placement application process. In addition, a dedicated employability co-ordinator provides drop-in and scheduled events to support students in the preparation of CVs, applications and preparation for interviews and assessment centres.

In addition to the Business Experience programme, students have the opportunity to engage in work-related projects that draw on case studies and real-life scenarios at all levels of study, and modules are designed to develop skills valued by employers, such as presentation, teamwork, problem-solving, IT and spreadsheet skills, communication and interpersonal skills. This is achieved by embedding employability initiatives within the curriculum as well as designing appropriate assessment methods to mirror real-life practices, such as preparation of financial statements, business plans, reports and summaries, so that students are exposed to opportunities that develop their skills on an ongoing basis. Students are also encouraged to reflect on their learning so they can articulate how the acquisition of such skills relates to practice and how they can be developed in the future.

To complement the development of employability skills within the curriculum, the university also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development planning journal and attending networking seminars.

The faculty offers employment-based activities where employers are invited on campus to participate in specialist networking activities such as Accounting, Banking and Finance Careers Uncovered and a speed-interviewing activity with local employers It also organises talks such as the Strategy into Practice seminar series, which provides additional opportunities for students to hear about current business issues from prominent guest speakers.

As an alternative to immediate employment, Faculty of Business and Social Sciences graduates are also well prepared for postgraduate study.

1. **Approved Variants from the Undergraduate and Postgraduate Regulations**

Variation to the maximum credit load for reassessment by retake for level 5 only, to enable level 5 students to retake up to 60 credits at both assessment boards after each set of 60 credits have been studied.

Students with more than 30 credits of failure at level 5 must retrieve this failure at the next available opportunity before being permitted to commence the Business Experience

1. **Other Sources of Information that You May Wish to Consult**

The Accounting QAA Benchmark statement can be found at the following website: http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Accounting.pdf

Information about the professional exemptions for the professional bodies can be found at:

ACCA: <https://portal.accaglobal.com/accrweb/faces/page/public/accreditations/enquiry/main/EnqInstitutionsTable.jspx> (Please choose “Accounting and Finance with Business Experience” from the selection of degrees for Kingston University).

CIMA qualification:

<https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/Kingston-University-161/>

ICAEW (ACA): <http://apps.icaew.com/index.cfm/route/146395/icaew_ga/en/students/credit_for_prior_learning_directory>

Further information about the programme can be found in the Student Course Handbook and more information about the individual modules can be found in the module descriptors and handbooks.

The university regulations can be found on the Kingston University website <http://www.kingston.ac.uk>

Canvas (Kingston University virtual learning environment – for current students only)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning and personal and professional development as the programme progresses, and a checklist for quality assurance purposes.

**S** indicates where a summative assessment occurs.

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Level 4** | **Level 5** | **Level 6** |
| **BA4801** | **BB4401** | **BB4405** | **BA4201** | **BA5802** | **BA5803** | **BA5804** | **BA5805/****BA5806** | **BA6801** | **BA6803** | **BA6802** | **BA6804** |
| **Knowledge and Understanding** | A1 |  | S(b/c) | S (a) |  | S(a) |  |  |   |  |  |  |  |
| A2 | S(a) |  |  |  |  | S(b) | S(c) |  |  |  |  |  |
| A3 |  |  |  |  |  |  |  | S(e) | S(a) | S(b) | S(c) | S(d) |
| A4 |  |  |  | S |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  | S | S |  |  | S | S | S | S |
| **Intellectual Skills** | B1 | S | S | S |  | S | S | S | S |  | S | S | S |
| B2 |  | S | S |  | S | S | S |  | S | S | S |  |
| B3 |  |  |  | S | S |  | S |  | S | S | S |  |
| B4 |  |  |  |  |  |  |  |  | S | S | S |  |
| **Practical Skills** | C1 | S |  |  |  | S | S | S | S | S | S | S | S |
| C2 |  |  |  |  | S | S | S | S |  | S | S |  |
| C3 |  |  |  |  |  | S |  |  | S |  |  |  |

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BSc (Hons.) Accounting and Finance with Business Experience |
| **Intermediate Award(s):** | CertHE, DipHE, Ordinary degree, BSc (Hons) Accounting & Finance. |
| **Minimum Period of Registration:** | Three years |
| **Maximum Period of Registration:** | Six years  |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Accounting |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Faculty of Business and Social Sciences |
| **JACS code:** | N4 Accounting*This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.*  |
| **UCAS Code:** | N420(three years) |
| **Course Code:** | UWACF1ACF02 (three years) |