

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Accounting and Finance*

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<b>Version number</b>	11
<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	Kingston Business School
<b>Department</b>	Department of Accounting, Finance and Informatics
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Accounting and Finance
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHE Accounting & Finance. DipHE Accounting & Finance. BSc Accounting & Finance.
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFAFN1AFN20
<b>UCAS code</b> <i>For each pathway</i>	N420 (three years)

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) Accounting and Finance with Professional Placement
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHE Accounting & Finance. DipHE Accounting & Finance. BSc Accounting & Finance.
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	USAFN1AFN45
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 With Professional Placement - 4
<b>Maximum period of registration:</b>	Full-time - 6 With Professional Placement - 8
<b>Entry Requirements:</b>	The minimum entry qualifications for the programme are: From A levels: 120 UCAS points (to include at least two A-levels or equivalent qualifications)

	<p>BTEC National: Distinction, Distinction, Merit (DDM)          Access Diploma: Pass          Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language          A minimum IELTS score of 6.0 (with no element below 5.5) is required for those for whom English is not their first language.          Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p>
<b>Programme Accredited by:</b>	<p>AACSB          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)</p>
<b>QAA Subject Benchmark Statements:</b>	Accounting
<b>Approved Variants:</b>	None
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The overall aim of this course 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 main features of this course are:

- To provide all students with an in-depth knowledge of the three main areas within these fields: financial accounting, management accounting and finance
- To develop the technical skills necessary to undertake accounting and finance tasks and roles
- To develop intellectual skills necessary to evaluate and critique both theoretical and practical aspects of accounting and finance
- To instil an appreciation of the importance of ethical and professional behaviour in business as a whole and within accounting and finance in particular
- To prepare students for graduate employment, research, further study, and lifelong learning by developing their intellectual, practical, and key (transferable) skills

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks for Accounting (2019) and the Regulated Qualifications Framework and relate to the typical student.

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate a knowledge and understanding of: (a) economic, social, organisational, and regulatory environments (b) business information systems (c) 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 or external to an organisation
A2	Critically discuss and evaluate theory and practice of: a) financial accounting and reporting, b) management accounting and finance	B2	Critically analyse and appraise data and financial information to solve problems and / or make appropriate decisions and recommendations.	C2	Demonstrate information literacy, particularly in the use of specialist databases
A3	Demonstrate an awareness and understanding of current topics and issues of interest within accounting and finance, including ethical issues	B3	Demonstrate the ability to be independent, autonomous learners.	C3	Conduct themselves in a professional manner appropriate for the workplace

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### C. Outline Programme Structure

The BSc (Hons.) Accounting and Finance structure is as follows:

Level 4	CORE Financial Accounting  30 credits	CORE Management Accounting  30 credits	CORE Business Information Analysis  30 credits	CORE The Accountant's Business Environment  30 credits	
	Level 5	CORE Financial Reporting  30 credits	CORE Advanced Management Accounting  30 credits	CORE Finance  30 credits	ELECTIVE: Either Option 15 credits    Option 15 credits
					OR Option 30 credits
	Level 6	CORE Theory and Practice of Financial Reporting  30 credits	CORE Corporate Finance  30 credits	ELECTIVE Option  30 credits	ELECTIVE: Either Option 15 credits    Option 15 credits
OR Option 30 credits					

Full details of each module will be provided in module descriptors and student module guides.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

<b>Level 4</b>							
<b>BSc (Hons) Accounting and Finance</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Business Information Analysis	BB4401	30	4	1 & 2		1	
Financial Accounting	BA4801	30	4	1 & 2		1	
Management Accounting	BA4203	30	4	1 & 2		1	
The Accountant's Business Environment	BB4405	30	4	1 & 2		1	
<b>Optional Modules</b>							

### Progression to Level 5

This course permits progression from level 4 to level 5 with a minimum of 90 credits at level 4 provided both BA4801 and BA4203 have been passed. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students who are able to progress to level 5 are also able to transfer to Level 5 BSc (Hons) Business and Accounting and BSc (Hons) Business Management. Those students who transfer to level 5 of the latter will be required to study BA5201 Marketing Management as their level 5 elective.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Accounting and Finance.

<b>Level 5</b>							
<b>BSc (Hons) Accounting and Finance</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Advanced Management Accounting	BA5507	30	5	1 & 2	BA4203	2	
Finance	BA5804	30	5	1 & 2		2	
Financial Reporting	BA5802	30	5	1 & 2	BA4801	2	
<b>Optional Modules</b>							
Auditing	BA5805	30	5	1 & 2	BA4801	2	
Business Decision Modelling	BB5112	15	5	2			
Business Law and Ethics	BA5197	15	5	1		2	
Data Analytics for Business	BB5113	15	5	1			
Developing Web Applications for Business	BB5111	15	5	1			

Entrepreneurship	BS520 2	30	5	1 & 2			
Financial Investments	BA580 9	15	5	1			
Global Operations	BO520 4	15	5	2		2	
Law for Accountants	BA519 6	30	5	1 & 2		2	
Money, Banking and Financial Markets	BA550 8	15	5	2			
Rapid App Development for Business	BB511 0	15	5	2			

### Progression to Level 6

At level 5, students can choose 30 credits of option modules, either one 30-credit module or two 15-credit modules (one from each teaching block).

This course permits progression from level 5 to level 6 with 120 level 4 credits and a minimum of 90 credits at level 5, provided BA5802 and BA5804 have been passed. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 240 credits, including the level 4 and level 5 core modules, are eligible for the award of Diploma of Higher Education in Accounting and Finance.

<b>Level 6</b>							
<b>BSc (Hons) Accounting and Finance</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Corporate Finance	BA680 2	30	6	1 & 2	BA5804	3	
Theory and Practice of Financial Reporting	BA680 1	30	6	1 & 2	BA4801 & BA5802	3	
<b>Optional Modules</b>							
Auditing	BA632 0	30	6	1 & 2	BA4801	3	
Business Decision Modelling	BB611 4	15	6	2			
Business Law and Ethics	BA680 6	15	6	1		3	
Data Analytics for Business	BB630 8	15	6	1			
Developing Web Applications for Business	BB611 1	15	6	1			
Financial Investments	BA680 7	15	6	1			
Innovation	BS670 1	30	6	1 & 2		3	
Law for Accountants	BA680 8	30	6	1 & 2		3	



Money, Banking and Financial Markets	BA6508	15	6	2			
Psychology for Business and Management	BH6017	30	6	1 & 2		3	
Rapid App Development for Business	BB6110	15	6	2			
Theory and Practice of Taxation	BA6804	30	6	1 & 2		3	

Level 6 requires the completion of

At level 6, students can choose 60 credits of option modules, but at least one must be a 30-credit module. No more than two 15-credit modules can be studied at any level of study.

Students who have successfully completed 300 credits, including all the core modules, are eligible for the award of BSc Accounting and Finance (Ordinary Degree).

Level 7 information

n/a

### BSc (Hons) Accounting and Finance with Professional Placement

Level 4							
BSc (Hons) Accounting and Finance with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Business Information Analysis	BB4401	30	4	1 & 2		1	
Financial Accounting	BA4801	30	4	1 & 2		1	
Management Accounting	BA4203	30	4	1 & 2		1	
The Accountant's Business Environment	BB4405	30	4	1 & 2		1	
Optional Modules							

Progression to Level 5

This course permits progression from level 4 to level 5 with a minimum of 90 credits at level 4 provided both BA4801 and BA4203 have been passed. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students who are able to progress to level 5 are also able to transfer to Level 5 BSc (Hons) Business and Accounting and BSc (Hons) Business Management. Those students who transfer to level 5 of the latter will be required to study BA5201 Marketing Management as their level 5 elective.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Accounting and Finance.

<b>Level 5</b>							
<b>BSc (Hons) Accounting and Finance with Professional Placement</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Advanced Management Accounting	BA5507	30	5	1 & 2	BA4203	2	
Auditing	BA5805	30	5	1 & 2	BA4801	2	
Finance	BA5804	30	5	1 & 2		3	
Financial Reporting	BA5802	30	5	1 & 2	BA4801	2	
Law for Accountants	BA5196	30	5	1 & 2		2	
Work Placement	BL5002	60	5	1 & 2		3	
<b>Optional Modules</b>							
Business Decision Modelling	BB5112	15	5	2		2	
Business Law and Ethics	BA5197	15	5	1		2	
Data Analytics for Business	BB5113	15	5	1		2	
Developing Web Applications for Business	BB5111	15	5	1		2	
Entrepreneurship	BS5202	30	5	1 & 2		2	
Financial Investments	BA5809	15	5	1		2	
Global Operations	BO5204	15	5	2		2	
Money, Banking and Financial Markets	BA5508	15	5	2		2	
Rapid App Development for Business	BB5110	15	5	2		2	
Year-Long Work Placement	BH5030	120	5	1 & 2		3	

Progression to Level 6

At level 5, students can choose 30 credits of option modules, either one 30-credit module or two 15-credit modules (one from each teaching block).

This course permits progression from level 5 to level 6 with 120 level 4 credits and a minimum of 90 credits at level 5, provided BA5802 and BA5804 have been passed. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 240 credits, including the level 4 and level 5 core modules, are eligible for the award of Diploma of Higher Education in Accounting and Finance.

It is possible to take an additional year to undertake a work placement, a study exchange or a combination of work placement and study exchange.

Further details regarding study abroad can be found in the Student Mobility Regulations - [Academic regulation 14](#)

Optional Year 3 one of

Modules	Module code	Credit Value	Level	Teaching Block
Year-long Placement	BH5030	120	5	1 & 2
OR				
Study Exchange	Various	60	5	1 or 2
One-semester Work Placement	BL5002	60	5	1 or 2
OR				
Study Exchange	Various	120	5	1 & 2

It is the responsibility of individual students to secure their own internship or placement, but the office offers students support in all stages of the application process: from writing CVs and completing application forms to having mock interviews and assessment centre activities; giving students the opportunity to experience the competitive job application process. The Placements Team has good links with employers with positions available for students, but students are welcome to find their own placements.

<b>Level 6</b>							
<b>BSc (Hons) Accounting and Finance with Professional Placement</b>							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Corporate Finance	BA6802	30	6	1 & 2	BA5804	4	
Theory and Practice of Financial Reporting	BA6801	30	6	1 & 2	BA4801 & BA5802	4	
<b>Optional Modules</b>							
Auditing	BA6320	30	6	1 & 2	BA4801	4	
Business Law and Ethics	BA6806	15	6	1		4	
Innovation	BS6701	30	6	1 & 2		4	
Law for Accountants	BA6808	30	6	1 & 2		4	
Money, Banking and Financial Markets	BA6508	15	6	2		4	

Psychology for Business and Management	BH601 7	30	6	1 & 2		4	
Theory and Practice of Taxation	BA680 4	30	6	1 & 2		4	

Level 6 requires the completion of

At level 6, students can choose 60 credits of option modules, but at least one must be a 30-credit module. No more than two 15-credit modules can be studied at any level of study.

Students who have successfully completed 300 credits, including all the core modules, are eligible for the award of BSc Accounting and Finance (Ordinary Degree).

#### **D. Principles of Teaching, Learning and Assessment**

The underlying teaching and learning philosophy is *learning by doing*. Accounting and finance are very practical subjects and require a high level of technical expertise. Our approach to teaching and learning supports this by encouraging students to be active participants in the classroom, underpinned by authentic assessments where students have the opportunity to apply their skills and knowledge gained in contexts that reflect working practices.

Current practice is at the heart of the course 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 course 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 accounting software for recording transactions and producing financial statements; and students are encouraged at all levels of study to use spreadsheets.

By the end of the degree, students will have substantial knowledge of accounting and finance theory and practice. At level 4, students will learn about the different forms to business, various leadership and people management theories, as well as the economic environment in which businesses operate. They are introduced to both financial and management accounting practices and extensive use is made of interactive sessions to enable students to have sufficient time for practice and application of accounting techniques. The active learning environment helps students develop subject-specific skills along with team-working, IT skills and self-reflection.

Skills and knowledge are extended and advanced in level 5 which focuses on the main areas of financial reporting, management accounting and finance. Team working and

presentation skills are developed and assessed, and students undergo a mock assessment centre, giving them vital experience of this recruitment activity.

In the final year, students are expected to synthesise and apply the knowledge and skills which they have acquired in previous years. The Corporate Finance module brings together themes from across the course and provides the setting for the annual level 6 Speed Meet, where students are interviewed by, and network with, local employers and business people.

The use of option modules at levels 5 and 6 allow students to adapt and tailor their studies relevant to their own interests and career aspirations, whether this be focusing on acquiring professional body exemptions, exploring finance-related fields, or branching out into other areas of business.

### **Student Assessment Journey**

The degree employs a range of assessments including practical assessments, in terms of preparing and communicating business information and solutions, accompanied by the key assessment methods of examination, report writing and presentations, which are developed and extended at each of the three academic levels. Assessments at levels four and five provide formative practice for similar assessments at later stages of the course.

#### *Examinations:*

There is a strong emphasis on examinations in the core modules and those option modules associated with professional body exemptions. These exemptions enable students to be exempt from some professional body examinations and therefore fewer future exams are necessary. 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 pre-set 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.

#### *Portfolio Assessment:*

There is also an emphasis on continuous assessment through the core accounting and finance modules, providing constant feedback to students and providing opportunities to use a variety of assessment methods within modules and across the course.

*Report and academic writing:*

Students will be writing reports and / or essays at each level, with clearly defined formats and objectives. They are strongly encouraged to make use of the Business and Law Academic Success Centre (BLASC) to get feedback on their work in advance of submission. Students will develop the ability to write accurately and concisely, and gain experience in writing for different business audiences, from executive summaries aimed at busy managers, to full business reports aimed at managers and other stakeholders.

*The Navigate Employability programme:*

In addition to the exam and writing skills, other employability skills are also embedded within the course, starting with the Navigate programme which is delivered with BA4203 Management Accounting. These employability skills are assessed across the modules and levels of study. These employability skills include:

*Presentations:* Students will have formative opportunities to give presentations early on, along with assessed presentations in later levels. The feedback provided at each level is designed to feed into future assessments and students are encouraged to video their presentations for objective viewing and reflection.

*IT skills:* These are developed in the first year Business Information Analysis, and the use of spreadsheets is actively encouraged when preparing accounting solutions in all years and supported by the additional Microsoft Excel certification.

*Communication Skills:* 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.

*Team Working:* Teamwork in particular helps develop various team 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.

*Practical work skills:* Students also develop practical techniques in recording transactions and preparing financial statements for managers, along with financial statements following prescribed layouts and regulatory formats for external users.

In addition, specific employability initiatives such as CV writing, assessment centre experience and opportunities to develop resilience and reflection skills are built into the core academic curriculum.

*Formative Feedback:*

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 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.

#### *Independent Learning:*

Class contact time makes up only part of the activities for any module. Students are also required to undertake independent learning to complement the in-class content. This can be in the form of reviewing and preparing for lectures, practice using the software, completing assessments, and taking practice quizzes to monitor a student's own progress through the syllabus. Guidance will be provided on which activities will support learning for each module on the course.

#### *Inclusive Curriculum:*

The Accounting and Finance course has integrated the principles of the University's Inclusive Curriculum Framework, to ensure inclusivity has been embedded throughout the academic cycle. Examples of these approaches include:

- Assessments and delivery patterns that support students who commute
- Students are co-creators of the assessment data – for example creating and answering surveys that are used within analytics assessments
- Case studies and role models used in assessments reflect the diverse student body
- Teaching spaces are set up in a carousel arrangement, so students are naturally positioned to discuss concepts in an inclusive manner

Students are provided with the dates of all assessments at the start of each level of their studies so that they can manage their time. They are encouraged to discuss any concerns with their module leader and personal tutor, who will support them in reflecting on their feedback to improve on further assessments.

### **E. Support for Students and their Learning**

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

- A personal tutor. Each student will have their own personal tutor who will normally stay with them throughout their course. The tutors will instigate regular meetings throughout the student's time at university, providing support, guidance and encouragement to their mentees throughout the course. Tutors not only support academic performance but also are there to listen to non-academic concerns such as 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 course structure, the academic regulations and what is required at the various levels of study.
- A Student Administrative Support team. The student support team helps with administrative aspects such as timetables issues and providing letters.

- An Academic Affairs Coordinator (AAC). The AAC can provide advice and guidance on academic matters such as mitigating circumstances and extensions.
- The Careers and Employability team organises careers events and provides valuable guidance which develop students' professional skills, supporting them with internships and / or placements and graduate roles.
- 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.
- 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.
- LinkedIn Learning videos that provide a broad range of business and IT training resources.
- An induction week at the start of the course to introduce students to the university, university life, what is expected of them, the degree course 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 via the Kingston Language Scheme.
- Student Voice Committee and course representatives to enable students to feed back to staff about the course.
- Canvas – a versatile on-line interactive intranet and learning environment.
- Student support facilities that provide advice on issues including finance, regulations, 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 course 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.

## **F. 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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)



- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies which ensure marking is fair and consistent
- Feedback from employers

## **G. Employability and work-based learning**

Developing employable graduates is at the heart of this course. Students can 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.

The services of a dedicated Careers and Employability team are offered to all students. During the first year, all students are required to submit a CV and again, later, in their final year as part of the Speed Meet. They are also encouraged to consider undertaking an internship or a longer placement during their third year and are invited to attend placement preparation workshops from the first week of their second year. These workshops run throughout the year and offer support to students at any stage of the process. In addition, the employability team run support sessions for CV writing, interview skills, problem solving, growth mindset and using LinkedIn to find a job, which whilst targeted at final year students, are available for students at any level. In addition, the careers team run an annual Careers Festival for all students to offers support with career aspirations and professional development.

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, through the Kingston Award. High achieving students are also eligible for Student Achievement Awards that recognised excellent academic achievement.

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.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students 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.

#### **H. Other sources of information that you may wish to consult**

The Accounting QAA Benchmark statement can be found at the following website: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-accounting.pdf?sfvrsn=da39c881\\_7#:~:text=This%20document%20is%20a%20Subject,the%20nature%20of%20the%20subject](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-accounting.pdf?sfvrsn=da39c881_7#:~:text=This%20document%20is%20a%20Subject,the%20nature%20of%20the%20subject).

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](http://apps.icaew.com/index.cfm/route/146395/icaew_ga/en/students/credit_for_prior_learning_directory)

The university regulations can be found on the Kingston University website <http://www.kingston.ac.uk> and on Canvas (Kingston University’s virtual learning environment – for current students only).

#### **I. Development of Course Learning Outcomes in Modules**

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

Module Code	Level 4			Level 5										Level 6																						
	BB4405	BA4203	BB4401	BA4801	BA5507	BA5802	BH5030	BA5197	BA5805	BA5196	BA5804	BB5113	BB5112	BS5202	BB5111	BB5110	BO5204	BA5809	BA5508	BL5002	BA6508	BA6804	BS6701	BA6806	BH6017	BA6801	BA6807	BA6320	BB6114	BA6808	BB6111	BB6308	BA6802	BB6110		
Knowledge & Understanding	A1	S		S		S																				S										
	A2		S		S	S																				S								S		
	A3				S	S																				S									S	
Intellectual Skills	E1	S	S	S	S	S				S																									S	
	E2	S	S		S	S				S																									S	
	E3																									S										
Practical Skills	C1		S	S	S	S				S																S	S							S		
	C2				S	S				S																S									S	
	C3				S																														S	

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