

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

BSc (Hons) Accounting & Finance

BSc (Hons) Accounting & Finance with Foundation Year

#### Internal Programme Title(s) (if different to the title on the certificate)

BSc (Hons) Accounting & Finance with Foundation Year [Accelerated]

BSc (Hons) Accounting & Finance [Standard]

BSc (Hons) Accounting & Finance [Accelerated]

BSc (Hons) Accounting & Finance [Top-up]

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

5 years

### Intake points

Three intakes per academic year: Sep/Oct, Jan/Feb and May/June

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndwr University
<b>Programme delivered by</b>
Bloomsbury Institute
<b>Location of delivery</b>
Birkbeck College, University of London, Malet Street, London, WC1E 7HX
<b>Faculty/Department</b>

Glyndŵr University: Faculty of Social and Life Sciences Bloomsbury Institute: School of Business and Accounting
<b>Exit awards available</b>
BSc (Ord) Accounting & Finance Diploma of Higher Education in Accounting & Finance Certificate of Higher Education in Accounting & Finance
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
<b>Association of Chartered and Certified Accountants (ACCA)</b> We will seek accreditation for the programme from ACCA for exemptions from some of their examinations once the programme is validated. We aim to apply for exemption from all nine examinations at what the ACCA term the Applied Knowledge and Applied Skills levels for students who successful graduate from the programme.
<b>Chartered Institute of Management Accountants (CIMA)</b> CIMA no longer accredit higher education programmes but rather grant University Partnerships. We will apply for CIMA partnership to enable us become CIMA Partner and receive recognition for our programme once the programme is validated. With this, our students who successfully graduate from our programme will gain exemption from CIMA Certificate and Operational levels examinations.
<b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i>.</b>
None
<b>HECoS codes</b>
100105 Accounting (50%) 100107 Finance (50%)
<b>UCAS code</b>
AF01
<b>Relevant QAA subject benchmark statement/s</b>
QAA Subject Benchmark Statement: Accounting <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-accounting.pdf?sfvrsn=da39c881_7">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-accounting.pdf?sfvrsn=da39c881_7</a> (November 2019)
QAA Subject Benchmark Statement: Finance <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-finance.pdf?sfvrsn=f8f3c881_7">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-finance.pdf?sfvrsn=f8f3c881_7</a> (October 2019)
<b>Mode of study</b>
Full & part time
<b>Normal length of study for each mode of study</b>
Full-time with Foundation Year: 4 years Full-time with Foundation Year (accelerated): 3 years Full-time standard: 3 years

Full-time accelerated: 2 years Full-time Top-up: 1 year
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme</b>
General Regulations and Definitions  Award Regulations for Initial Undergraduate Modular Degrees for Bloomsbury Programmes only

<b>OFFICE USE ONLY</b>	
Date of validation event:	14 February 2022
Date of approval by Academic Board:	08 April 2022
Approved Validation Period:	5 Years
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i> 16/06/2022 – admin corrections

## Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with Bloomsbury Institute's Admissions Policy, in alignment with Glyndŵr University's admissions criteria.

Qualification	Entry requirements
Foundation Year	<p>Standard Applicants require a minimum of 5 Ofqual-accredited GCSEs at Grade 4 or above (or Grade C or above under the old grading system), or equivalent qualifications at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels, including English Language and Maths.</p> <p>Applicants must have completed Year 11 (Key Stage 4) Secondary School, or equivalent, at least 2 years prior to the start of the Programme.</p> <p>Applicants for whom English is a second language require IELTS at 5.5 (minimum 5.5 in each skill sub-set).</p>
3-year Bachelors degree	<p>Applicants require a minimum UCAS Tariff Score of 112.</p> <p>Applicants require an Ofqual-accredited GCSE in English Language and Maths at Grade 4 or above (or Grade C or above under the old grading system), or an equivalent qualification at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels.</p> <p>Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set).</p>
2-year Bachelors degree [accelerated]	<p>Applicants require a minimum UCAS Tariff Score of 112.</p> <p>Applicants require an Ofqual-accredited GCSE in English Language and Maths at Grade 4 or above (or Grade C or above under the old grading system), or an equivalent qualification at Level 2 of the Ofqual General Conditions of Recognition, Condition E9: Qualification and Component Levels.</p> <p>Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill sub-set).</p> <p>Applicants may be required to attend (and pass) an academic interview.</p>

Qualification	Entry requirements
1-year Bachelors degree [Top-up]	<p>Applicants require a Pearson or SQA HND in a relevant discipline, or an equivalent qualification at Level 5.</p> <p>Applicants for whom English is a second language require IELTS at 6.0 (minimum 5.5 in each skill subset) unless the entry qualification was taught and assessed in English and the applicant completed the qualification within three years of entry onto the programme</p> <p>Applicants may be required to attend (and pass) an academic interview.</p>

These entry requirements are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [ECCTIS](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways, including IELTS.

International students are required to provide an English Language Certificate which meets the requirements set out above.

### **Non-Standard entry criteria**

Applicants who do not satisfy the standard entry criteria may be considered for non-standard admission in accordance with Glyndŵr University's Admissions Policy.

To be admitted to the Bachelors degree with Foundation Year, an applicant may be required to successfully complete assessments in English Language, Numeracy and/or IT and attend (and pass) an academic interview.

### **Record of Prior (Experiential) learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Applicants may enter the programme with RPL/RPEL to a maximum of 240 credits, representing 120 credits at Level 4 and 120 credits at Level 5.

### **DBS Requirements**

Not required for these programmes.

### **Suitability for Practice Procedure**

N/A

## Aims of the programme

The following are the specific aims of the programme:

1.	Provide students with the opportunity to pursue a first-degree qualification focused on Accounting and Finance.
2.	Provide an academically challenging and practically relevant education in accounting and finance which also secures some exemptions from the examinations of leading professional bodies such as ACCA and CIMA.
3.	Develop students' understanding of how accounting and finance is shaped by and impacts on legal, ethical, social, political, environmental, and economic norms.
4.	Provide students with the essential, transferable skills required to develop successful careers in financial practice or business in a changing economic world.
5.	Equip students with the accounting and finance; analytical and practical skills essential for aiding decision making and team working in different cultural and business contexts.
6.	Develop students' critical understanding of ethical principles and practice, and their ability to readily identify ethical questions and dilemmas and supply appropriate solutions, thus equipping graduates to become effective global citizens.
7.	Create and sustain a supportive working environment in which there is respect for social and cultural diversity and equality of opportunity in relation to selection, learning, assessment, and support.
8.	[For the Level 3 Foundation Year] Provide students with the basic understanding of interdisciplinary and disciplinary themes for study at HE level and develop the key knowledge and understanding to enable them to engage and perform successfully in a work and academic environment.

## Distinctive features of the programme

The degree in Accounting and Finance offers students different options. The programme in particular, will allow the students, if they wish, to undertake the optional accounting internship work placement, however this is not available to international sponsored students. This will provide the students an invaluable opportunity to develop key employability skills sought after by employers in the Accounting and Finance Sector. It is also an opportunity to put into practice the academic learning of the first two/three years of the programme and very importantly an opportunity to develop professional networks.

The Accounting and Finance programme will not only lead to the award of an academic degree but will also provide the opportunity for graduates to obtain a professional qualification in

Accountancy and Finance. The programme is specially designed to build the academic provision around professional body standards and aimed at getting some exemptions from various professional bodies (subject to approval). In particular, the programme is structured to enable the Association of Certified Chartered Accountants (ACCA) to grant exemptions to Bloomsbury Institute London students upon graduation, from all nine examinations at what they (the ACCA) term the Applied Knowledge and Applied Skills levels. This will leave the students with exam at Strategic Professional level for which there are no exemptions. (S)he can become a chartered accountant within a few years of graduation depending upon individual commitment.

The programme is also designed to enable the Chartered Institute of Management Accountants (CIMA) to grant exemptions to students, upon graduation, from the Certificate and Operational levels. This will enable the students to start their professional exams at Management Level. The students could become a chartered management accounting within a few years of graduation depending on individual commitment.

Another distinctive feature of the programme is that module coverage is such that students who wish to undertake their professional qualifications are well prepared for such a challenge. Research has shown that increasingly employers consider job applicants who hold professional qualifications, in addition to academic ones, to be of greater value in the labour market. Professionals from, for example, the main accounting bodies, will be invited to speak to the student body. Additionally, there will be some workshop sessions on tackling professional examinations in the final year of study

### Credit Accumulation and exit awards

#### Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Accounting & Finance.

Successful completion of 240 credits (120 at Level 4 and 120 at Level 5) entitles the student to a Diploma of Higher Education in Accounting & Finance.

Successful completion of 300 credits (120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6) entitles the student to a BSc (Ordinary) Accounting & Finance.

### Programme Structure Diagram, including delivery schedule

- Level 3 – 4 Core modules
- Level 4 – 4 Core modules
- Level 5 – 4 Core modules
- Level 6 – 2 Core and 2 Option modules

#### Full-time delivery [4-year with Foundation Year]

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS392	Mod title	Study and Research Skills	Credit value	30	Core	June (Year 0)	Oct (Year 0)	Feb (Year 0)
Mod Code	BUS393	Mod title	Contemporary World	Credit value	30	Core	June (Year 0)	Oct (Year 0)	Feb (Year 0)
Mod Code	BUS394	Mod title	Communication	Credit value	30	Core	Oct (Year 0)	Feb (Year 0)	June (Year 0)

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS396	Mod title	Introduction to Accounting and Finance	Credit value	30	Core	Oct (Year 0)	Feb (Year 0)	June (Year 0)
Mod Code	BUS4A7	Mod title	Fundamentals of Business Environment & Economics	Credit value	30	Core	June (Year 1)	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A8	Mod title	Financial Accounting – Theory and Practice	Credit value	30	Core	June (Year 1)	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A9	Mod title	Management Accounting	Credit value	30	Core	Oct (Year 1)	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A10	Mod title	Business and Corporate Law	Credit value	30	Core	Oct (Year 1)	Oct (Year 1)	June (Year 1)
Mod Code	BUS5A26	Mod title	Quantitative Techniques & Computer Applications in Accounting	Credit value	30	Core	June (Year 2)	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS5A27	Mod title	Financial Reporting & Practice	Credit value	30	Core	June (Year 2)	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS5A28	Mod title	Principles & Practice of Taxation	Credit value	30	Core	Oct (Year 2)	Oct (Year 2)	June (Year 2)
Mod Code	BUS5A29	Mod title	Financial Management	Credit value	30	Core	Oct (Year 2)	Oct (Year 2)	June (Year 2)
Mod Code	BUS6A15	Mod title	*International Finance – (Finance module)	Credit value	30	Option	June & Oct* (Year 3)	Oct & Feb* (Year 3)	Feb & June* (Year 3)
Mod Code	BUS6A16	Mod title	*Mergers & Acquisitions – (Finance module)	Credit value	30	Option	June & Oct* (Year 3)	Oct & Feb* (Year 3)	Feb & June* (Year 3)
Mod Code	BUS6A13	Mod title	Auditing in Context	Credit value	30	Core	June (Year 3)	Feb (Year 3)	Feb (Year 3)
Mod Code	BUS6A14	Mod title	Performance Management and Control	Credit value	30	Core	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A18	Mod title	Business Ethics & Corporate Governance	Credit value	30	Option	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A19	Mod title	<sup>1</sup> Accounting and/or Finance Internship	Credit value	30	Option	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A21	Mod title	Independent Learning Project	Credit value	30	Option	Oct (Year 3)	Feb (Year 3)	June (Year 3)
Mod Code	BUS6A17	Mod title	Accounting and Finance	Credit value	30	Option	Oct (Year 3)	Feb (Year 3)	June (Year 3)

<sup>1</sup> The Internship module is not available to international sponsored students



Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
			Research Project						

*\*Students are allowed to take International Finance or Mergers and Acquisitions modules if not taken in the first Semester as optional.*

### **Full-time delivery [3-year Accelerated with Foundation Year]**

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS392	Mod title	Study and Research Skills	Credit value	30	Core	June (Year 1)	Oct (Year 1)	Feb (Year 1)
Mod Code	BUS393	Mod title	Contemporary World	Credit value	30	Core	June (Year 1)	Oct (Year 1)	Feb (Year 1)
Mod Code	BUS394	Mod title	Communication	Credit value	30	Core	Oct (Year 1)	Feb (Year 1)	June (Year 1)
Mod Code	BUS396	Mod title	Introduction to Accounting and Finance	Credit value	30	Core	Oct (Year 1)	Feb (Year 1)	June (Year 1)
Mod Code	BUS4A7	Mod title	Fundamentals of Business Environment & Economics	Credit value	30	Core	Feb (Year 1)	Oct (Year 2)	Oct (Year 1)
Mod Code	BUS4A8	Mod title	Financial Accounting – Theory and Practice	Credit value	30	Core	Feb (Year 1)	Oct (Year 2)	Oct (Year 1)
Mod Code	BUS4A9	Mod title	Management Accounting	Credit value	30	Core	June (Year 2)	June (Year 1)	Feb (Year 2)
Mod Code	BUS4A10	Mod title	Business and Corporate Law	Credit value	30	Core	June (Year 2)	June (Year 1)	Feb (Year 2)
Mod Code	BUS5A26	Mod title	Quantitative Techniques & Computer Applications in Accounting	Credit value	30	Core	Oct (Year 2)	June (Year 2)	June (Year 2)
Mod Code	BUS5A27	Mod title	Financial Reporting & Practice	Credit value	30	Core	Oct (Year 2)	June (Year 2)	June (Year 2)
Mod Code	BUS5A28	Mod title	Principles & Practice of Taxation	Credit value	30	Core	Feb (Year 2)	Feb (Year 2)	Oct (Year 2)
Mod Code	BUS5A29	Mod title	Financial Management	Credit value	30	Core	Feb (Year 2)	Feb (Year 2)	Oct (Year 2)
Mod Code	BUS6A15	Mod title	*International Finance – (Finance module)	Credit value	30	Option	June & Oct* (Year 3)	Oct & Feb* (Year 3)	Feb & June* (Year 3)
Mod Code	BUS6A16	Mod title	*Mergers & Acquisitions – (Finance module)	Credit value	30	Option	June & Oct* (Year 3)	Oct & Feb* (Year 3)	Feb & June* (Year 3)
Mod Code	BUS6A13	Mod title	Auditing in Context	Credit value	30	Core	June (Year 3)	Feb (Year 3)	Feb (Year 3)

Mod Code		Mod title		Credit value		Core/option	June Intake	October Intake	February Intake
Mod Code	BUS6A14	Mod title	Performance Management and Control	Credit value	30	Core	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A18	Mod title	Business Ethics & Corporate Governance	Credit value	30	Option	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A19	Mod title	<sup>2</sup> Accounting and/or Finance Internship	Credit value	30	Option	Oct (Year 3)	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A21	Mod title	Independent Learning Project	Credit value	30	Option	Oct (Year 3)	Feb (Year 3)	June (Year 3)
Mod Code	BUS6A17	Mod title	Accounting and Finance Research Project	Credit value	30	Option	Oct (Year 3)	Feb (Year 3)	June (Year 3)

*\*Students are allowed to take International Finance or Mergers and Acquisitions modules if not taken in the first Semester as optional.*

### **Full-time delivery [3-year standard]**

Mod Code		Mod title		Credit value		Core/option	October Intake	February Intake
Mod Code	BUS4A9	Mod title	Management Accounting	Credit value	30	Core	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A10	Mod title	Business and Corporate Law	Credit value	30	Core	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A7	Mod title	Fundamentals of Business Environment & Economics	Credit value	30	Core	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A8	Mod title	Financial Accounting – Theory and Practice	Credit value	30	Core	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS5A28	Mod title	Principles & Practice of Taxation	Credit value	30	Core	Oct (Year 2)	June (Year 2)
Mod Code	BUS5A29	Mod title	Financial Management	Credit value	30	Core	Oct (Year 2)	June (Year 2)
Mod Code	BUS5A26	Mod title	Quantitative Techniques & Computer Applications in Accounting	Credit value	30	Core	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS5A27	Mod title	Financial Reporting & Practice	Credit value	30	Core	Feb (Year 2)	Feb (Year 2)
Mod Code	BUS6A15	Mod title	*International Finance – (Finance module)	Credit value	30	Option	Oct & Feb* (Year 3)	Feb & June* (Year 3)

<sup>2</sup> The Internship module is not available to international sponsored students

Mod Code		Mod title		Credit value		Core/option	October Intake	February Intake
Mod Code	BUS6A16	Mod title	*Mergers & Acquisitions – (Finance module)	Credit value	30	Option	Oct & Feb* (Year 3)	Feb & June* (Year 3)
Mod Code	BUS6A14	Mod title	Performance Management and Control	Credit value	30	Core	Oct (Year 3)	June (Year 3)
Mod Code	BUS6A13	Mod title	Auditing in Context	Credit value	30	Core	Feb (Year 3)	Feb (Year 3)
Mod Code	BUS6A18	Mod title	Business Ethics & Corporate Governance	Credit value	30	Option	Feb (Year 3)	June (Year 3)
Mod Code	BUS6A19	Mod title	<sup>3</sup> Accounting and/or Finance Internship	Credit value	30	Option	Feb (Year 3)	June (Year 3)
Mod Code	BUS6A21	Mod title	Independent Learning Project	Credit value	30	Option	Feb (Year 3)	June (Year 3)
Mod Code	BUS6A17	Mod title	Accounting and Finance Research Project	Credit value	30	Option	Feb (Year 3)	June (Year 3)

*\*Students are allowed to take International Finance or Mergers and Acquisitions modules if not taken in the first Semester as optional.*

### **Full-time delivery [2-year Accelerated]**

Mod Code		Mod title		Credit value		Core/option	October Intake	February Intake
Mod Code	BUS4A9	Mod title	Management Accounting	Credit value	30	Core	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A10	Mod title	Business and Corporate Law	Credit value	30	Core	Oct (Year 1)	June (Year 1)
Mod Code	BUS4A7	Mod title	Fundamentals of Business Environment & Economics	Credit value	30	Core	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS4A8	Mod title	Financial Accounting – Theory and Practice	Credit value	30	Core	Feb (Year 1)	Feb (Year 1)
Mod Code	BUS5A28	Mod title	Principles & Practice of Taxation	Credit value	30	Core	June (Year 1)	Feb (Year 2)
Mod Code	BUS5A29	Mod title	Financial Management	Credit value	30	Core	June (Year 1)	Feb (Year 2)
Mod Code	BUS5A26	Mod title	Quantitative Techniques & Computer Applications in Accounting	Credit value	30	Core	Oct (Year 2)	Oct (Year 1)

<sup>3</sup> The Internship module is not available to international sponsored students

Mod Code		Mod title		Credit value		Core/option	October Intake	February Intake
Mod Code	BUS5A27	Mod title	Financial Reporting & Practice	Credit value	30	Core	Oct (Year 2)	Oct (Year 1)
Mod Code	BUS6A15	Mod title	*International Finance – (Finance module)	Credit value	30	Option	Feb & June* (Year 2)	June & Oct* (Year 2)
Mod Code	BUS6A16	Mod title	*Mergers & Acquisitions – (Finance module)	Credit value	30	Option	Feb & June* (Year 2)	June & Oct* (Year 2)
Mod Code	BUS6A13	Mod title	Auditing in Context	Credit value	30	Core	Feb (Year 2)	Oct (Year 2)
Mod Code	BUS6A14	Mod title	Performance Management and Control	Credit value	30	Core	June (Year 2)	June (Year 2)
Mod Code	BUS6A18	Mod title	Business Ethics & Corporate Governance	Credit value	30	Option	June (Year 2)	June (Year 2)
Mod Code	BUS6A19	Mod title	<sup>4</sup> Accounting and/or Finance Internship	Credit value	30	Option	June (Year 2)	June (Year 2)
Mod Code	BUS6A21	Mod title	Independent Learning Project	Credit value	30	Option	June (Year 2)	Oct (Year 2)
Mod Code	BUS6A17	Mod title	Accounting and Finance Research Project	Credit value	30	Option	June (Year 2)	Oct (Year 2)

*\*Students are allowed to take International Finance or Mergers and Acquisitions modules if not taken in the first Semester as optional.*

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<sup>4</sup> The Internship module is not available to international sponsored students

## Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
A1	Have a knowledge and understanding of key trends affecting the contemporary world, as well as the values and ethics driving these trends.	Have core knowledge of fundamental concepts and principles in the study of organisations and their environments and the functioning of markets.	Identify and develop an in-depth knowledge of concepts, principles and ideas of the systems, processes and principles required in financial reporting.	Demonstrate critical knowledge and understanding of accounting and economic models of the firm and demonstrate the implications for the financial/tax management of an organisation.	Demonstrate a thorough and critical understanding of the strategic aspects of business and the implications for operational, financial and tax effectiveness.
A2	Have a knowledge and understanding of the different modes of communication.	Demonstrate knowledge of legal issues in business; and economic frameworks within business and government setting.	Demonstrate recognition of differing perspectives and methods in the application of financial tools, models and theories of financial management in a real-world setting.	Critically understand the problems posed in conducting an efficient assurance or audit engagement sufficient to justify a required opinion	Undertake broad based learning with academic rigour which develops a depth of understanding in accounting and finance field.
A3	Have a knowledge and understanding of the purpose, primary functions and environment of businesses and their role in society as well as principles of successfully managing	Understand the basics of how financial transactions are recorded and presented in financial statement according to conceptual and regulatory framework for financial reporting.	Demonstrate sound knowledge of international reporting standards within a global context.	Critically evaluate and apply different principles, theories, and techniques to support accounting and financial decision making.	

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	and leading individuals and teams.				
A4	Have a knowledge and understanding of the essential study and research skills that are required to successfully complete higher-level study.	Demonstrate sound judgements in the selection, use, application and presentation of core theories and concepts in accounting and finance.	Demonstrate in-depth knowledge and understanding of the core principles, concepts, and application of taxation to individuals and businesses.	Develop understanding in applying accounting techniques in planning, decision making, performance evaluation, and control scenarios.	.

### Intellectual Skills

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
<b>Management and Information</b>					
<b>B1</b>	An ability to access a range of learning resources, collect and manage appropriate information from those sources, and undertake simple research tasks with appropriate support.	An ability to access a range of learning resources, collect and manage appropriate information from those sources, and undertake simple research tasks with appropriate support.  An ability to select and analyse appropriate resources.	An ability to manage learning using full range of resources for the study of accounting & finance (for example, research articles and/or original materials).  An ability to select, analyse and evaluate appropriate resources.	An ability to independently manage learning using full range of resources for the study of accounting & finance (for example, research articles and/or original materials).  An ability to select, analyse and critically evaluate appropriate resources, in order to undertake research tasks with minimum guidance.	An ability to independently manage learning using full range of resources for the study of accounting & finance (for example, research articles and/or original materials).  An ability to select, analyse and critically evaluate appropriate resources, in order to undertake research tasks with minimum guidance.
<b>Communications</b>					

	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 (Hons)</b>
<b>B2</b>	An ability to communicate appropriately (and with a technical proficiency in written English) in a format relevant to the study of accounting & finance.	An ability to communicate effectively, succinctly, and accurately (and with a technical proficiency in written English) in a format appropriate to the study of accounting & finance.	An ability to communicate effectively, succinctly and accurately (and with a technical proficiency in written English) in presenting and justifying their view in a variety of formats.	An ability to communicate effectively, succinctly and accurately (and with a technical proficiency in written English) in presenting and defending their view in a variety of formats, and engage effectively in professional dialogue.	An ability to communicate effectively, succinctly and accurately (and with a technical proficiency in written English) in presenting and defending their view in a variety of formats.  An ability to engage effectively in professional dialogue.
<b><i>Community building</i></b>					
<b>B3</b>	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities.  An ability to reflect on the complexities of relations within and between communities, and support in leadership.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities.  An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership.  An ability to evaluate the challenges facing community in our volatile and uncertain world.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and be a champion of this diversity.  An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership.  An ability to evaluate the challenges facing community in our volatile and uncertain world.	An ability to recognise and understand the role of their immediate and wider communities and the diversity that exists in these communities, and be a champion of this diversity.  An ability to reflect on the complexities of relations within and between communities, and support and be proactive in leadership.  An ability to evaluate the challenges facing community in our volatile and uncertain world.

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
<b><i>Creativity and problem solving</i></b>					
<b>B4</b>	An ability to recognise problems, identify the patterns that lie behind them, and apply ideas to bring about a resolution.	An ability to recognise problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.	<p>An ability to evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.</p> <p>An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.</p>	<p>An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.</p> <p>An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.</p>	<p>An ability to critically evaluate problems and identify the patterns that lie behind them, whilst generating and applying ideas to bring about resolution.</p> <p>An ability to recognise the complexity of the creative process and work to include others in the search for resolutions.</p>
<b><i>Self-awareness</i></b>					
<b>B5</b>	<p>An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with their communities.</p> <p>An ability to identify own strengths and weaknesses and to comprehend the pathway towards</p>	<p>An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with their communities.</p> <p>An ability to evaluate own strengths and weaknesses and take responsibility for own learning, with appropriate support.</p>	<p>An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.</p> <p>An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own</p>	<p>An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.</p> <p>An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take</p>	<p>An awareness of their own character and an understanding of how their unique set of emotions, desires and motives influence their interactions with the world.</p> <p>An ability to evaluate own strengths and weaknesses, challenge received opinion and feedback, and take responsibility for own learning.</p>



	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	<p>becoming an independent learner</p> <p>An ability to recognise feedback and learn to appreciate its value.</p> <p>An ability to recognise their levels of confidence and resilience.</p>	<p>An ability to respond to feedback professionally and objectively.</p> <p>An ability to recognise their levels of confidence and resilience, and take positive steps to overcome deficits.</p>	<p>learning with minimum support.</p> <p>An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.</p> <p>An ability to take positive steps to overcome confidence and resilience deficits, and adopt a positive outlook.</p>	<p>responsibility for own learning.</p> <p>An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.</p> <p>An ability to take positive steps to overcome confidence and resilience deficits, and to maintain a positive outlook.</p> <p>By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.</p>	<p>An ability to seek feedback from associates and an ability to deal with this information objectively and professionally.</p> <p>An ability to take positive steps to overcome confidence and resilience deficits, and to maintain a positive outlook.</p> <p>By being in touch with their own journey of growth and self-development, an ability to be a strength and support to others on that journey.</p>

### Subject Skills

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
C1	The ability to recall knowledge and explain issues which relate to common areas of study and/or (more	Demonstrate ability to introduce, argue and convey financial decisions and recommendations in a business setting.	Present qualitative and/or quantitative data in a logical manner to a target audience, using a range of media and information technology methods.	Exhibit critical understanding in the application of ethical behaviour required of the financial practitioner in endearing public trust in	Demonstrate critical investigative skills and discrimination in the selection of sources, particularly with regards to

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	specifically) to accounting & finance.			financial reporting and business practice.	data and other sensitive information.
C2	The ability to explain appropriate business, accounting & finance concepts, principles, rules, models and/or techniques that apply to public and private businesses, and to communicate such analysis effectively using appropriate written, verbal, audio-visual or electronic format.	Meet time-constrained targets through effective planning, organisation and management.	Apply organised systems analysis and practice in the preparation and presentation of financial information using technology.	Critically and sensitively manage a statutory audit or other assurance assignment from acceptance of the assignment to consideration of events after signature of the report.	
C3	The ability to identify and explain the relevant issues and apply knowledge to provide evidenced conclusions to problems in substantive areas of accounting & finance.	Demonstrate evidence in making rational arguments in business context.	Apply skills in analysis and presentation under conditions of financial complexity and uncertainty.	Demonstrate appropriately sound and independent reasoning in order to devise solutions to problems affecting organisations.	
C4	The ability to describe and explain the main types of business institutions and personnel, and the interrelations between them as well as ability to use a range of	Construct financial reports from source documents both from complete and disorganised records.	Apply problem-solving techniques gained from accounting and finance concepts to optimise business operations.	Have analytical ability to introduce, argue and convey financial decisions and recommendations in a company	

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	secondary business sources.				

### Practical, Professional and Employability Skills

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
D1	The ability to apply the basic stages of the process of academic research: find, identify, examine and use appropriate academic sources; cite and reference sources using appropriate conventions.	Decide upon personal development goals and benchmarks in a self-reflective manner.	Take responsibility for their own work and utilise appropriate tools of evaluation to improve said work.	Show evidence of learner autonomy, continuing professional development and commitment to lifelong learning in a self-reflective manner.	Demonstrate to very high level the necessity for continuing professional development and self-directed life-long learning
D2	The ability to explain key business terminology and use a range of academically relevant vocabulary in grammatically accurate sentences.	Develop inter-personal skills such as self-awareness and sensitivity towards others, within a diversified learning environment.	Develop an ability to lead a team in financial decision making so as to achieve set organisational goals.	Demonstrate integrity and emotional intelligence by showing sensitivity to others' emotions and the effects that they can have on financial practice and business success.	Exhibit the value of investigation in enhancing current Knowledge.
D3	The ability to process simple raw datasets and perform basic forms of data analysis.	Take responsibility for learning outcomes, not only with reference to oneself, but also concerning the group as a whole.	Demonstrate initiative by taking unprompted action in semi-autonomous contexts for own learning and development.	Analyse and derive logical conclusions from a variety of sources including primary data.	
D4	The ability to apply the key skills required to	Demonstrate awareness of own	Demonstrate self-management through	Utilise creativity and lateral thinking to	

	Level 3	Level 4	Level 5	Level 6	Level 6 (Hons)
	gain employment and perform in a professional environment.	strengths and weaknesses, aims, values, and ability to retain effectiveness under pressure.	ability to work in an efficient and structured manner to achieve set financial goals.	develop original or innovative and entrepreneurial solutions.	

## Learning and teaching strategy

Students will experience a variety of learning and teaching methods. Most modules are delivered through lectures, seminars and workshops.

**Lectures** provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

**Seminars** enable students to undertake directed self-study and to answer questions and solve problems which are set by the lecturer. Students will present their answers and solutions within the seminar group. Seminars enable students to explore further the topics introduced in the lectures.

**Workshops** follow on from lectures and seminars. They are designed to enable students to work within a small group to perform set tasks (e.g. working on an exercise or case study). They reinforce proactive learning by providing opportunities for discussion and interaction.

The seminar/workshop groups are small, thereby enabling students to develop a deep understanding.

Learning and teaching approaches and resources support increasing independence and critical learning across the levels. Such approaches include technology-based learning, designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks including the websites of professional accounting bodies such as ACCA and CIMA.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple-Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

It is through Bloomsbury Institute's Let's Grow programme, as well as within the curriculum, that students develop the practical, professional and employability skills set out within Section 9 above.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme, and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

See Section 18 below for more information about the Let's Grow programme and the Centre for Community Engagement and Learning.

### **The Wrexham Glyndwr Graduate**

At both Glyndŵr University and Bloomsbury Institute we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) is available to provide information, advice and guidance and access to resources for potential students, current students and graduates.

The SEWS team can support students with employability and interview skills.

See Section 18 below for further information about the support provided to students by Bloomsbury Institute, in particular through the Let's Grow programme and the Centre for Community Engagement and Learning.

### **Work based/placement learning statement**

Students have the option of completing a 30-credit Internship module, however this option is not available to international sponsored students.

## **General**

The Internship module is designed to develop student employability and increase graduate career prospects.

Students are required to complete 200 hours of work experience.

Bloomsbury Institute will help students in the search for an internship, but it is ultimately the student's responsibility to finally secure a place. The nature of the role needs to be of relevance to the BSc Accounting & Finance and a Workplace Supervisor will be appointed in order to facilitate the assessment. Consequently, the proposed internship needs to be evaluated and approved by Bloomsbury Institute before it can start.

Those who take the voluntary work placement year will have the opportunity to gain invaluable work experience in the practice of accounting and or finance and would be expected to write an assessed project at the end.

## **The Internship Proposal and Learning Agreement**

A contract of expectations (an Internship Proposal and Learning Agreement) will be arranged between the student, the student's internship employer and Bloomsbury Institute. This will be based upon the type of experience the student will gain from the internship. It can take the form of wide experience in a small business or departmental work within a larger organisation. In either situation, the emphasis will be on a relationship which has positive outcomes for both the student and the student's internship employer.

The student is expected to become fully involved in the operational work of an organisation and to be received as a team member in a work situation. Where possible, the student will be offered training opportunities by their internship provider.

The Internship Proposal and Learning Agreement will be constructed around the internship which will detail the internship tasks and responsibilities for each party.

## **The approval process**

Bloomsbury Institute needs to approve the proposed internship before it starts. This is because the Institute has a responsibility for: (i) ensuing the learning opportunities provided to the student during their internship will enable the student to demonstrate achievement of the learning outcomes; and (ii) undertaking a due diligence exercise to ensure the student's employer is suitable.

The internship approval process requires the student and their proposed employer to complete the Internship Proposal and Learning Agreement Form. The student's proposed employer is also required to submit documentation as part of the due diligence exercise. The required documentation is set out in the Form.

The student is required to send the completed form and documentation to the Bloomsbury Institute Employability Support Officer at least four weeks before the start of the internship. Bloomsbury Institute will evaluate the proposed internship to decide whether or not to approve it.

Employers and Bloomsbury Institute have a legal duty under the Equality Act 2010 to ensure that students on an internship are not discriminated against. As part of the due diligence

exercise, Bloomsbury Institute asks the student's proposed employer if they are aware of this duty and if they will ensure they comply with it.

Bloomsbury Institute will respond to any formal complaint which a student makes about any form of discrimination that takes place whilst undertaking an internship.

In addition, employers have a legal obligation to provide students with a safe working environment. As part of the due diligence exercise, Bloomsbury Institute asks for a copy of the proposed employer's Health and Safety Policy and a copy of their employer's liability insurance policy. Bloomsbury Institute also asks the proposed employer to confirm that their insurance policy will cover the student during their internship.

### **Bloomsbury Institute support**

- An Introductory Workshop is held outlining what the module involves, the relevant paperwork required and explanations of assessment
- A personal meeting structure is built between the student, the Bloomsbury Institute Module Lead and the Bloomsbury Institute Employability Support Officer, to attain and setup the internship
- The level of Bloomsbury Institute Module Lead contact time will be determined by the student's proposal and their internship employer's requirements, and will be designed to meet both professional and academic needs
- A study plan will be produced by the student and agreed by the Bloomsbury Institute Module Lead at the commencement of the module
- The student will be visited by the Bloomsbury Institute Module Lead during their internship in order to ensure that expectations around the internship contract are being fulfilled

### **Support and monitoring**

Once the internship starts, the Bloomsbury Institute Module Lead will monitor and support the student during their internship. The student will also be supported throughout their internship by the Bloomsbury Institute Employability Support Officer. The student's internship employer will appoint a Workplace Supervisor.

### **Bloomsbury Institute Module Lead**

The Bloomsbury Institute Module Lead will be responsible for:

- Reading and commenting upon the student's reflective log
- Offering guidance and advising in the preparation of the final report
- Maintaining contact as necessary to discuss the student's progress and any problems that may arise
- Being available to respond to additional email enquiries and for short meetings if needed
- Discussing the report with the student - the Bloomsbury Institute Module Lead will be responsible for marking the work on completion

### **Visits**

The Bloomsbury Institute Module Lead will visit the student's workplace to guide the student in setting and measuring personal objectives, to discuss progress and to help with any difficulties that may arise. If the student is working overseas, the visit will be replaced by a Teams conference call.

### **Bloomsbury Institute Employability Support Officer**



The Bloomsbury Institute Employability Support Officer will be the student's first point of contact for any queries or issues regarding the internship, or if the student is in need of any support or guidance.

### **Workplace Supervisor**

The student's internship employer will be briefed on their role and on the learning outcomes. They will allocate an appropriate mentor for the student while completing their internship (referred to as the Workplace Supervisor). The Workplace Supervisor's role is:

- To help the student understand the business/organisation
- To help the student in their role, to provide mentoring and to assist in the development of their skills
- To provide an assessment of work experience attributes, which is an important part of their degree

The student can arrange regular short meetings with their Workplace Supervisor throughout their internship and ask about his/her comments with regards to their progress.

### **Welsh medium provision**

The programmes will be delivered through the medium of English and all students will submit assessments in the medium of English.

### **Assessment strategy**

There is alignment between the learning and teaching strategy (see Section 10 above), summative assessment methods, and programme and module learning outcomes.

Bloomsbury Institute's assessment strategy provides that:

- Students are clearly informed about the learning outcomes for an individual module, together with the learning outcomes for each level (where appropriate) and the course as a whole
- Appropriate learning and teaching methods are used which are likely to ensure that the learning outcomes are achieved
- Students demonstrate the achievement of learning outcomes through summative assessment, and students are assessed in a clear, fair and transparent way

The assessment methods vary according to modules being studied at core and option level. Each summative assessment requires evidence that the student has achieved the specific learning outcomes of the module and the broader learning outcomes of the course.

Formative assessment is used to inform students on their individual performance, and to inform academic staff on how students within a particular group are performing individually and collectively. This qualitative data enables module tutors to adapt their teaching and learning methods as required, and also enables additional academic skills and learning support to be provided as required.

Although the programme assessment strategy encourages innovation in the development of assessments by offering a degree of flexibility, there is a clear expectation that each module should be aligned to professional bodies assessment strategy which requires modules to which exemptions from their exams would be given to have closed book final examination which should have a minimum of 50% of total module marks.

Summative assessment includes a mix of the types below (depending on a student's chosen options):

- Individual and group presentations (including seminar presentations)
- Problem questions
- Case studies
- Essays
- Reports
- Portfolios
- Reflective learning papers
- Data dashboard
- Time constrained assessments
- Simulation
- Technology enabled solutions
- Examinations

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
BUS392 Study and Research Skills	Coursework 20% Presentation 30% Portfolio 50%	Wk 5 of Sem 1 Wk 9 of Sem 1 Wk 12 of Sem 1
BUS393 Contemporary World	Oral Assessment 20% Report 30% Learning logs/journals 50%	Wk 5 of Sem 1 Wk 6 of Sem 1 Wk k 11 of Sem 1
BUS394 Communication	Oral Assessment 30% Project 50% Group Project 20%	Wk 5 of Sem 2 Wk 10 of Sem 2 Wk 11 of Sem 2
BUS396 Introduction to Accounting & Finance	Coursework 50% Multiple-Choice Questions 50%	WK 8 of Sem 2 Wk 13 of Sem 2
BUS4A7 Fundamentals of Business Environment & Economics	Written Assignment 40% Final Examination 60%	WK 8 of Sem 1 Wk 13 of Sem 1
BUS4A8 Financial Accounting – Theory & Practice	Coursework 40% Final Examination 60%	WK 7 of Sem 1 Wk 13 of Sem 1
BUS4A9 Management Accounting	Group Project 40% Final Examination 60%	WK 8 of Sem 2 Week 13 of Sem 2
BUS4A10 Business and Corporate Law	Written Assignment 40% Final Examination 60%	WK 7 of Sem 2 Wk 13 of Sem 2
BUS5A26 Quantitative Techniques & Computer Applications in Accounting	In-class test – 50% Coursework – 50%	WK 6 of Sem 1 Wk 12 of Sem 1
BUS5A27 Financial Reporting & Practice	Coursework 40% Final Examination 60%	WK 7 of Sem 1 Week 13 of Sem 1
BUS5A28 Principles & Practice of Taxation	Case Study 40% Final Examination 60%	WK 8 of Sem 2 Wk 13 of Sem 2
BUS5A29 Financial Management	Coursework 40% Final Examination 60%	WK 7 of Sem 2 Wk 13 of Sem 2
BUS6A13 Auditing in Context	Case Study 40% Final Examination 60%	WK 7 of Sem 1 Wk 13 of Sem 1
BUS6A14 Performance Management and Control	Coursework 40% Final Examination 60%	WK 7 of Sem 2 Week 13 of Sem 2

Module code & title	Assessment type and weighting	Indicative submission date
BUS6A15 International Finance	Group Project 40% Final Examination 60%	WK 8 of Sem 1 Wk 13 of Sem 1
BUS6A16 Mergers & Acquisitions	Group Project 40% Final Examination 60%	WK 8 of Sem 1 Wk 13 of Sem 1
BUS6A17 Accounting and Finance Research Project	Research Proposal 20% Dissertation 80%	Wk 12 Sem 1 Wk 13 Sem 2
BUS6A18 Business Ethics & Corporate Governance	Written Assignment 50% Coursework 50%	WK 7 of Sem 2 Wk 12 of Sem 2
<sup>5</sup> BUS6A19 / BUS6A20 Accounting and/or Finance Internship	Project 70% Reflective practice 30%	WK 11 of Sem 2 Wk 13 of Sem 2
BUS6A21 Independent Learning Project	Project Proposal 20% Project 80%	Wk 3 Sem 2 Wk 13 Sem 2

## Assessment and award regulations

### Derogations

There will be no derogations however amendments will be applied to Glyndŵr University's Regulations to reflect the proposed 30 credit modular framework.

### Non Credit Bearing assessment

N/A

### Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at Level 6 fall within the higher classification.
- All Level 6 modules must have been passed at the first attempt.

### Ordinary Degrees

Successful completion of 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 entitles the student to the exit award of BSc (Ord) Accounting & Finance.

There are no specific requirements with regards to the modules that must be completed.

### Accreditation

Full details on professional body accreditation is set out above.

### Quality Management

All provision will comply with Glyndŵr University's regulations, policies and procedures for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the

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<sup>5</sup> The Internship module is not available to international sponsored students

quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programme delivery:

- Student Evaluation of Module forms
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

Bloomsbury Institute has several methods for the monitoring and evaluation of academic quality and standards, and enhancing the students' educational experience, which will supplement rather than replace those of Glyndŵr University. These methods (that also includes specific reference to those of Glyndŵr University) include:

### ***Student Representatives***

Student Representatives are central to Bloomsbury Institute's student voice mechanisms. Student Representatives receive training in how to carry out their duties and there is a Student Representatives Training Manual. As well as their formal input being listened to in Bloomsbury Institute's Board of Directors, Academic Committee, Quality Assurance and Enhancement Committee, Course Committees, and Student Staff Consultative Forum, there is also on-going 'informal' interaction with the Student Representatives. Bloomsbury Institute has drop-in sessions and allows matters to be raised, and dealt with, more promptly.

### ***Collective student voice: committee representation***

Bloomsbury Institute has a formal committee structure which is supported by the Senior Management and Leadership Team (SMLT). The SMLT meets every month (except August and either December or January) to ensure effective operational and strategic management and leadership. Bloomsbury Institute's committee structure comprises the following:

- Academic Committee, the senior committee, with external academic representation and student representation
- Quality Assurance and Enhancement Committee (QAEC), the intermediate committee with external academic representation and student representation
- Course Committees, which have student representation
- Student Staff Consultative Forum

The Academic Committee is the parental committee. The QAEC undertakes a supervisory role on behalf of the Academic Committee, and is under the direct control of the Academic Committee.

### ***Individual student voice: Student Module Evaluation Questionnaires (SMEQs)***

One key element of Bloomsbury Institute's annual academic evaluation cycle is the Student Module Evaluation Questionnaires (SMEQs). The results from the SMEQs are collated and commented on by Module Leaders in the Module Monitoring Reports (MMRs) and then subsequently, by Course Leaders, in Annual Monitoring and Evaluation Reports (AMERs).

### ***Individual student voice: additional student surveys***

Besides the SMEQs, Bloomsbury Institute conducts additional student surveys throughout the year.

### **AMERs**

The Annual Monitoring and Evaluation Report (AMER) is the principal instrument for the routine monitoring of the programme. The AMER provides comprehensive and reliable evidence on the quality and standards of Bloomsbury Institute's academic provision, and on factors that impact upon that provision. It provides intelligence on current and possible future developments within a Course Team's academic or professional community and across the college.

### **Standardisation, moderation and grade distribution analysis**

Mechanisms are in place to ensure reliable standardisation, moderation and grade distribution analysis on the programme.

Glyndŵr University's Assessment Regulations and any associated policies and procedures will be fully applicable.

Bloomsbury Institute holds standardisation meetings at module level. Through these meetings, Module Leaders and Module Tutors agree grades for a sample of scripts before the marking starts. At the end of each academic year, Module Leaders analyse the grade distribution of each assessment and the overall module grades in Module Monitoring Reports and set relevant actions (when/if required).

For modules at Level 5 and above and for specified Level 4 modules (as required by the professional bodies), formal feedback is obtained from the External Examiners that are appointed and managed by Glyndŵr University. The External Examiners will visit at least once per academic year to examine various aspects of the programme and submit a written report at the end of each academic year. The external examiner element is not only for moderation and evaluation; it is also developmental.

Glyndŵr University's policies and procedures (and those of Bloomsbury Institute) ensure adherence to the following processes:

- Assessment briefs are designed internally, and moderated and internally verified by an internal academic member of staff. For modules at Level 5 and above the briefs are subject to approval by an external examiner appointed by Glyndŵr University. The same applies to the assessment briefs for specified Level 4 modules, as required by the professional bodies.
- Assessments are internally marked and moderated. Prior to commencing marking, the internal marking team hold a markers' meeting to clarify standards (the standardisation process); this involves marking a sample of scripts to ensure consistency and accuracy of marking across the team.
- External examiners moderate a sample of assessments for modules at Level 5 and Level 6, and also at Level 4 if required by a professional body.

External examiner reports are submitted to Glyndŵr University and will be considered by Glyndŵr University's Teaching Quality Committee. The external examiner reports are also considered by Bloomsbury Institute quality and academic committees for consideration and action as required.

The Programme Team review and revise modules to ensure alignment with the QAA Framework for Higher Education Qualifications (FHEQ), appropriate QAA Subject Benchmarks and professional body requirements. Any proposed revisions are subject to the approval of Glyndŵr University.

Academic staff develop their subject knowledge and pedagogic expertise through attendance at conferences and in-house staff-development events. Staff also undertake a proactive role in the development of learning, teaching and assessment strategies. Staff also attend and contribute to Bloomsbury Institute's annual Teaching and Learning Conference.

Full-time and fractional academic staff are members of Advance HE and (where applicable) other professional bodies. Staff undertake the role of external examiner at other higher education institutions. Staff also engage in research through Bloomsbury Institute's Centre for Research and Enterprise. All academic staff engage in scholarship.

### ***External Indicators of Quality***

- Regular evaluation of the programme to ensure alignment with the QAA Framework for Higher Education Qualifications, appropriate QAA Subject Benchmarks and professional body requirements.
- Bloomsbury Institute is regulated by the Office for Students.
- The programme is reviewed annually and periodically.
- External examiners are appointed by Glyndŵr University to assure the quality of the assessment process.
- The National Student Survey enables final year undergraduates to provide quality feedback on the Programme.

### ***Internal Indicators of Quality***

- Annual monitoring and evaluation of the Programme and modules against a number of internal indicators of quality, in accordance with Glyndŵr University's Annual Programme Monitoring procedures (and in addition to those of Bloomsbury Institute).
- Data in relation to student continuation and achievement, equality and diversity, and student satisfaction are considered throughout the year. The data is analysed in relation to trends, averages and any known competitor performance to ensure that standards are being maintained.
- Academic Committee which includes external academic members and student representation.
- Quality Assurance and Enhancement Committee which includes external academic members and student representation.
- Course Committees which include student representation.
- Feedback provided through the Student Staff Consultative Forum.
- Other student feedback mechanisms throughout the student journey, from enrolment through to graduation.
- Assessment Boards (that are convened by Glyndŵr University) which include external examiners.
- Assessment processes including standardisation and moderation.
- Processes for the approval and modification of the programme and modules.
- Processes for monitoring teaching quality including peer observation, managed observation, and staff induction and training.

### **Support for Students**

This section is structured as follows:

- Bloomsbury Institute's corporate value of 'be inclusive': **Corporate values**
- Teaching facilities available to students: **Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute**
- Student introduction to all sources of support: **Induction programme**
- Embedding student Digital Literacies within the curriculum: **Digital Literacies**
- General sources of support: **Academic Support** and **Professional Services Support**
- Employment, enterprise and personal success for life: **Let's Grow programme** and the **Centre for Community Engagement and Learning**

### **Corporate values**

One of Bloomsbury Institute's five corporate values is 'Be inclusive: Welcome difference as a source of strength and enrichment'.

Depending on their individual circumstances and needs, each student will have access to a variety of sources of support for learning, career and progression opportunities. Many of these sources of support are formally accessed by students as part of the Let's Grow programme (see below), although students have access to such support within or outside the Let's Grow programme.

### **Teaching, library and IT facilities: Birkbeck College and Bloomsbury Institute**

Bloomsbury Institute's teaching takes place within Birkbeck College and within Bloomsbury Institute's own buildings.

Students at Level 4 and above have access to Birkbeck College's library.

All students have access to Bloomsbury Institute's online library that includes full-text journal articles and eBooks.

Bloomsbury Institute provides students with access to IT and printing facilities.

All students are provided with WiFi access (through Eduroam) and an @bil.ac.uk email address.

### **Induction programme**

Students participate in an induction programme. This introduces them to the requirements of the programme and provides an opportunity to receive all the relevant programme documentation, to acquaint themselves with the available facilities and environs, and to discuss requirements and expectations of the programme.

The induction programme includes:

- Information about Bloomsbury Institute, including Bloomsbury Institute's values
- Introduction to Glyndŵr University and its regulations, policies and procedures
- Introduction to Birkbeck College facilities
- Campus tours
- Meetings with academic and professional support services teams
- IT and Learning Technology inductions
- Signposting of ongoing support and information sources

### **Digital Literacies**

The programme is designed to offer a holistic learning experience for students by embedding the development of student Digital Literacies (DL). The definition of the term DL is adopted from JISC: 'the capabilities which fit someone for living, learning and working in a digital society'. The programme employs IT Infrastructure to create an educational environment in which students are in control of their learning experience during contact hours and beyond. At the centre of the DL agenda is the provision of Learning Technology services and a range of activities that enable students to develop a range of skills and experience in using information systems and tools that can be useful beyond the boundaries of the programme. Outside of face-to-face teaching, student interaction and engagement continues through the Virtual Learning Environment (VLE). Driven by the Centre for Excellence in Teaching and Learning (CETL) and the Learning Technology team, the DL agenda is applied through a range of activities such as using MS Teams and other learning technology applications as a forum for classroom discussions and (a)synchronous activities.

More specifically, the programme includes the use of:

- Online libraries and databases for gaining access to full-text journal articles and eBooks.
- Communication means provided through the VLE and learning technology applications.
- Online group-work, for planning, developing, improving, submitting and reflecting on collaborative work completed as part of the programme.
- Assessment and feedback tools such as Multiple Choice Tests/Quizzes, Turnitin and the VLE's Gradebook – enabling timely and detailed feedback on student work.
- Web-based Office 365 for creating and sharing documents, utilising the calendar, storing files, communicating with peers and teachers.

### ***Academic Support***

#### *Course Leader, Module Leader and Module Tutor support*

Academic support is provided outside of formal contact hours by academics who teach and manage the programme.

#### *Personal Tutoring*

The Personal Tutoring (PT) scheme provides additional guidance and support to students. Students have an opportunity to regularly meet with their peers and staff members in a less formal atmosphere than the classroom. PT includes a combination of group and one-to-one sessions in which students discuss their course, their experiences at Bloomsbury Institute, raise issues, ask questions and receive pastoral support.

#### *Learning Enhancement*

Learning Enhancement provides students with free support, guidance and tuition in all areas of academic skills and English language. The service is aimed to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for equally as struggling students who want to achieve a pass level result.

The following services are available:

- One-to-Ones: Students can book a one-to-one to discuss specific study skills areas (e.g. paraphrasing, using references), or for help to prepare for an assessment.
- Presentation Feedback: Designed to build students' confidence and provide friendly feedback on a presentation before an assessment.
- Assessment Feedback: Students can email their written assignment at least 5 days before the due date, and written feedback will be provided on how to improve.



- Tea & Chat: This weekly informal session provides students with the opportunity to discuss current affairs in a friendly atmosphere. Students can develop critical thinking, become a more confident speaker, and meet students from other classes.
- Request a Workshop: If a few students would like some help on a particular issue, then they can request a workshop on their chosen study skills topic.
- Online Study: Students can improve their academic ability by visiting the Learning Enhancement VLE page. Students can also request for a mini online course to be created on a specific area.

### **Professional Services Support**

#### Centre for Student Engagement, Wellbeing and Success: pastoral support

Bloomsbury Institute's Centre for Student Engagement, Wellbeing and Success (SEWS) ensures that throughout their studies, students are engaged and successful. SEWS provides advice on housing, finance, disability support and career development.

SEWS provides a good opportunity for students to reflect on what skills they may need to acquire in order to progress in their studies and to find employment at the end of their degree.

#### Equal opportunities and disability support

Bloomsbury Institute takes into account the needs of individual students and the diversity of the student body with regards to enabling student development and achievement. This is articulated in Bloomsbury Institute's Equality, Diversity and Inclusion Policy, and the Disability Policy. Bloomsbury Institute ensures that those with a disability, specific learning difficulty or long-term health condition are not prevented from benefitting from higher education. Bloomsbury Institute's Disability Team works closely with academics and professional support services to ensure students with a disability, specific learning difficulty or long-term health condition have access to the same opportunities as their peers.

#### IT support

Bloomsbury Institute's IT Helpdesk provides students with face-to-face IT support. Students can also use the online portal ([www.bil.ac.uk/itsupport](http://www.bil.ac.uk/itsupport)) to submit support requests through a digital ticketing system. Every support request is assigned a unique ticket number that can be used to track the progress and responses online.

Online IT Help and Support Guides are available at: [www.bil.ac.uk/itsupport/kb](http://www.bil.ac.uk/itsupport/kb). These Help and Support Guides cover areas such as email access, wireless internet access, password changes and problems, printing, scanning, online library access and VLE access.

### **Let's Grow programme**

The Let's Grow programme for employment, enterprise and personal success for life is designed to promote a person-centred approach to personal and professional development. This ensures that students are well-prepared to take on the challenges of postgraduate study, employment, self-employment or entrepreneurship, and lead lives that are rewarding and constructive.

The aims of the Let's Grow programme are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.

- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.
- To reward students taking ownership of their career development and student-centred interventions.

Let's Grow is embedded within the curriculum (i.e. it forms a part of specified modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities.

These extra-curricular opportunities include the following:

### Enhancing academic knowledge

#### *Extramural lectures*

Bloomsbury Institute's location in the centre of London's university district provides a stimulating context for student learning. Students can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond their own subject area.

By engaging with these extramural lectures, students will discover how their own studies can relate to the wider world and how their own learning can be enhanced by exposure to the ideas of others.

#### *Bloomsbury Institute External Speakers Programme*

Bloomsbury Institute's External Speakers Programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

### Skills development

#### *Peer Assisted Learning (PAL)*

Peer Assisted Learning (PAL) is an internationally recognised scheme based on research indicating that students benefit academically from peer learning. Bloomsbury Institute's trained and accredited members of staff train students to lead supplementary study sessions for students studying in the year below themselves.

These study sessions are offered on selected modules in addition to regular classes and are focused on helping students to master the material they study during lectures, workshops and seminars.

Becoming one of Bloomsbury Institute's trained students, and leading a study session, is an excellent way for students to develop graduate employability skills such as group working, autonomy, communication and problem-solving.

### Employability

#### *Internship module*

Students can elect to take an internship module, however this option is not available to international sponsored students.

Students will gain a beneficial experience of carrying out practical activities in a workplace or by working virtually. Learning supports the placement experience which involves carrying out work-based activities and reflecting on the benefits of the activities to the business and to the student.

It is expected that students will be supervised in the workplace or when working virtually in addition to the supervision provided by Bloomsbury Institute.

See Section 12 above for further information.

### *NHS Placement*

Bloomsbury Institute is in partnership with the NHS to provide second year Accounting and Financial Management students with the opportunity to apply for a one-year voluntary placement within the NHS, however this option is not available to international sponsored students. This opportunity offers successful applicants:

- Real work experience to put their learning into context.
- An understanding of what role in accounting and finance suits them.
- Adds towards the practical experience for professional qualifications such as CIMA, ACCA and CIPFA.
- Potential to secure a graduate role upon completing their degree.
- Working for the largest employer in Europe.
- Excellent grounding in how the NHS works.
- Large support network of qualified professionals.
- Allocation of a senior manager who will support them during their placement.
- Salaried placement (circa £21k Band 2).

Students selected to undertake the voluntary NHS placement take a 1 year study break and once completed return to study to complete Level 6. The NHS placement year has no credit value and does not form part of the final Glyndŵr University award.

### *Volunteering*

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.

Bloomsbury Institute's Let's Grow advisors, based in the Centre for Student Engagement, Wellbeing and Success, can assist students to find a suitable volunteering opportunity.

### *Employability Mentoring*

Bloomsbury Institute students are offered the opportunity to be mentored by external professionals on the External Employer Mentoring Scheme. The scheme has the following objectives:

- To help students define their own success and set down strategies for reaching their goals.
- To raise student aspirations and increase their self confidence in relation to progression into professional employment or postgraduate study.

- To enhance the students' level of communication, helping them to communicate authentically and confidently with potential employers.
- To encourage students to be resilient in the face of setbacks and to keep trying on their road towards personal and professional fulfilment.

There are many benefits to student participation in the scheme including the opportunity to:

- Gain advice, encouragement and support.
- Develop confidence and enhance communication skills.
- Gain valuable insight into their chosen area of professional interest.
- Begin building their personal and professional network, and develop skills to become a proficient networker.

### *General employability skills*

The development of general employability skills is delivered both through the curriculum and through the Let's Grow programme.

Activities include the Bloomsbury Institute External Speakers Programme, specialist seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions.

The aim is to equip students with sought after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and Success provides a wide range of information, advice, guidance, training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

Students who participate in Let's Grow employability events will be eligible to gain a certificate upon proven attendance at 5 extra-curricular activities over the course of an academic year. In addition, students who participate in 7 Let's Grow activities, e.g., Enneagram, peer assisted learning, peer mentoring, attendance at extra-curricular events, and who complete corresponding reflective logs, will be eligible for an enhanced reference.

### *Student Guild societies and clubs*

Students will have access to Glyndwr University's Students' Union and will also be a member of Bloomsbury Institute's Student Guild. Through participating in the Guild's societies and clubs, students will get the most out of their student experience both during and after their academic journey.

Bloomsbury Institute's Student Guild creates opportunities for students to extend their learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs, or in setting up a new society or club.

If students decide to set up a club or society or become involved in the running of an existing one, they can enhance their employability skills through activities such as event planning, organisation, fundraising, budgeting and marketing.

### *Networking*

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers.

Students can also network through social media (e.g. LinkedIn) and through joining a professional, statutory or regulatory body.

Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.

Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

### *Developing leadership skills*

By undertaking the leadership roles below, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.

All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

### *Student Representatives*

Student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see above).

### *Peer Advisors*

Glyndŵr University Students' Union and Bloomsbury Institute's Student Guild are the official representative bodies for all students.

Bloomsbury Institute works with the Student Guild to train newly selected Peer Advisors to provide a Peer Advice Service. This friendly and supportive service includes disseminating information, helping with Bloomsbury Institute systems access/usage, and signposting where applicable.

### *Peer Assisted Learning (PAL)*

As stated above, PALs are students who lead study groups on subjects they themselves have succeeded in.

### ***Centre for Community Engagement and Learning***

Bloomsbury Institute's Centre for Community Engagement and Learning connects the Institute (and staff and students) with local communities and global partners through experiential learning, research and civic engagement.

Some of the Centre's activities link into the Let's Grow programme (see above) and provides students with the opportunity to participate in Bloomsbury Institute's in-house Law Clinic and Radio.

### *Bloomsbury Law Clinic*

The mission and purpose of the Bloomsbury Law Clinic is two-fold:

- Social justice: to provide free legal advice to people who are not eligible for legal aid and cannot afford to pay.
- Student learning: to provide law students with clinical experience, and non-law students with the opportunity to develop their transferrable skills.

Through the Law Clinic, law students are offered invaluable clinical experience, and non-law students will have the opportunity to develop transferrable skills through, for example, undertaking administrative tasks associated with the running of the Clinic.

External practising solicitors (acting on a pro bono basis) supervise students when interviewing clients and providing written legal advice.

### *Bloomsbury Radio*

Bloomsbury Institute's radio station is broadcast from the Institute's campus.

Culture, society, education and employment all come under the spotlight alongside an interesting mix of music and chat each week.

The radio station provides opportunities for students who wish to train as presenters as well as off-air in production, scheduling and compliance.

## **Equality and Diversity**

Glyndŵr University and Bloomsbury Institute are committed to providing access to all students and promote equal opportunities in compliance with the Equality Act 2010 legislation.

This programme complies fully with the University's Equality and Diversity Policy, and Bloomsbury Institute's Equality, Diversity and Inclusion Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following links for more information:

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

<https://www.bil.ac.uk/qem/policies/>