**MSc Accounting and Finance**

**Business, Law and Social Sciences**

**Programme Codes:**

**FT: PT1195 Modular FT: PT1213**

**Department of Accountancy and Finance**

This document is presented in three sections:

## Section One

This section will provide students with key information on their learning experience and how it will be continuously enhanced this will include;

* Programme Philosophy and Aims
* Programme Learning, Teaching and Assessment strategy
* Statements of Intent for key learning experience themes

This section aims to address Quality Enhancement and Learning & Teaching excellence across the student learning experience.

## Section Two

This section addresses regulatory and quality assurance requirements for the purposes of programme validation and mapping of the student learning experience.

## Section Three

This section collates the Module Guides from across the programme.

## Section One

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| Programme Philosophy | |
| The MSc Accounting and Finance programme will build upon your existing accounting, finance and business knowledge to enable fast progression to senior roles within accountancy practice, industry or commerce.  The programme is designed to equip you with technical knowledge and skills as well as a range of employability skills, attributes and attitudes. The course will encourage your intellectual and moral development and your personal commitment to the social purpose of becoming a business professional. As you progress you will become more effective and creative as a problem solver and be able to critically advise individuals and companies in the UK and internationally on a range of business related matters utilising the strong financial expertise you will develop on the programme.  The accounting specialism and professional alignment of the programme enables fast track progression into a career in accountancy and offers a kick start onto professional accountancy qualifications. As a highly flexible programme, the MSc Accounting and Finance allows you to customise your pathway, selecting from a variety of modules in a range of disciplines to enable you to specialise in areas of most interest and relevance for your chosen career path. You’ll be fully supported in making informed decisions about the modules you take.  You’ll develop your teamwork, IT, analytical and presentation skills whilst boosting your commercial acumen and awareness as you progress through this programme which has employability at its heart and aims to equip you with the skills required of a demanding postgraduate role. | |
| Programme Aims *This section articulates the programme level aims framed by the five themes of the Academic Plan.* | |
| 1. Pursuing Excellence | You will study accredited modules that are designed to meet the high standards set by the professional accountancy bodies and by the UK Quality Assurance Agency for Higher Education. |
| 1. Practice-led, knowledge-applied | Your course will prepare and equip you for a career in accountancy, finance, management or business by relating your studies to the latest research led developments in business. Your studies will make use of the latest business software applications that will provide you with opportunities to gain experience and develop workplace skills. |
| 1. Interdisciplinarity | Your programme will incorporate a range of modules exploring a variety of related disciplines, recognising that the accounting function cannot operate in isolation. You’ll be fully immersed in a range of case studies as you progress through the programme and you’ll consider both internal and external stakeholders in the decisions you make and the advice you provide. |
| 1. Employability-driven | Your programme will provide you with an opportunity to apply your developing knowledge and skills in workplace scenarios. You’ll work on real world case studies acting in postgraduate level roles gaining experience of the workplace environment. Additionally you’ll have the option of working on live business scenarios for actual clients. |
| 1. Internationalisation | Your course will consider the study of accountancy, finance and business from an international perspective. You’ll also be able to participate in international business games and competitions as you progress through your programme of study. |

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| Programme Learning Outcomes |
| On successful completion of the MSc Accounting and Finance degree programme you will be able to:   1. Demonstrate critical awareness of the contexts in which accounting operates, a systematic understanding of organisations, their external context and how they are managed and an ability to critically apply relevant knowledge to complex issues. 2. Demonstrate knowledge and understanding of, and an ability to use current technical language and alternative technical language to describe practices of accounting and an ability to apply them in structured and unstructured situations. 3. Record and summarise transactions and other economic events, prepare financial statements complying with relevant regulatory requirements and demonstrate critical awareness of such techniques. 4. Critically analyse the operations of a business and perform financial analyses and projections; and demonstrate awareness of the contexts in which accounting data and information is processed and provided within a variety of organisational environments, and the relationships with other systems providing information in organisations. 5. Demonstrate knowledge, understanding and a critical appreciation of theories and empirical evidence concerning the effects of accounting. 6. Demonstrate critical awareness of issues of financial management, risk and the operation of capital markets and make appropriate recommendations. |
| Generic Skills, Abilities and Attributes |
| On successful completion of the MSc Accounting and Finance degree programme, you will have acquired skills, abilities and attributes in the following areas:   1. Critical evaluation of arguments and evidence. 2. Independent and self-managed learning. 3. Analysis, filtering and evaluation of data and drawing reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data acquired. 4. Location, extraction and analysis of data from multiple sources, including acknowledging and referencing sources. 5. Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level. 6. Using contemporary information and communications technology for the acquisition, analysis and communication of information. 7. Communication, including presenting quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, and oral as well as written presentation. 8. Working with others (such as through small group projects). |

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| Programme Learning, Teaching & Assessment Strategy |
| *This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.*  The programme is designed to offer you the upmost flexibility, enabling you to customise your own pathway through the programme to specialise in particular areas of interest or align yourself more closely with the professional bodies to which the programme is aligned. During the induction programme you will be making informed decisions about the modules you study. In addition to a full briefing and the chance to discuss modules with academic staff you’ll have the chance to meet on a one to one basis with your own personal tutor who will guide you through the process and assist you in making the best possible choices to meet your own aims. Whilst the intention is to offer all option modules to all students, this will be contingent upon numbers requesting to study the modules. The programme itself will be delivered by experts in their related fields and is underpinned by cutting edge research into the subject area.  A variety of delivery approaches will be utilised throughout the programme. All modules will be delivered via a blended learning approach, mixing face to face with online activities and independent study. Whilst face to face sessions will vary in format including large, medium and small group interactive sessions and workshops, you will be expected to arrive to sessions fully prepared and to participate throughout. You will be expected to examine and research the material presented and to question ideas and theories and to challenge your tutors. As a practice based course, sessions will usually involve the application of academic concepts and themes to real world scenarios and case studies.  Online delivery will also be provided via the University’s virtual learning environment. In addition to electronic copies of materials used during face to face sessions, the virtual learning environment will enable opportunities to engage with additional content including eLearning packages, quizzes and discussion forums. Modules will require students to engage with online study to prepare for, participate in and further develop skills and knowledge explored during face to face sessions. Approximately 20% of the programme will be delivered via online learning. The term ‘standard blended’ refers to this mix of online and face to face teaching employed by all modules on the programme.  Due to the professional alignment and accreditation of the programme, examinations will be a common feature in module level assessment. Nevertheless a variety of methods will be used and throughout the programme students will be expected, with the appropriate support, to deliver both individually and in groups, reports, presentations, project plans and proposals. This balanced approach to assessment furthers the programme aims to develop progressive graduates with employability skills, attributes and attitudes relevant to the modern business world.  A key component of your course will be the engagement of you and your tutors in the formative assessment process. This process will involve you and your tutors working together to identify any gaps in your knowledge and finding appropriate learning activities and feedback that will enable these knowledge gaps to be closed. A variety of formative learning activities will be used to suit your individual needs. These activities may include for instance, asking you to provide a short written piece on your understanding of a topic or idea or requiring you to keep a reflective journal on your studies to date. There is strong evidence linking formative assessment with improved student motivation and achievement within and beyond the programme.  Regular feedback and feedforward will be provided on a formative basis throughout your studies by your academic and personal tutors. Feedback will be provided on a one to one, small group or whole class basis during sessions as academic staff support your learning and question practice. Formal written individual or group feedback will automatically be provided on assignments you submit. After examinations a module report will also be made available summarising general areas of strength, weakness and development areas for the cohort as a whole and you will also be able to request feedback on your own examination paper. |

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| The Whole Experience We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these. |
| Widening Participation Higher education has a vital role in improving social mobility and BCU’s Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups.In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University.We also go to great efforts to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.Inclusivity We make every effort to ensure that BCU is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.Information & Digital Literacy  JISC define digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability to use technology effectively and asks us to consider the journey of many of our students as 'digital natives', in addition to supporting the development of those students who have not yet acquired these skills. As a student, you are expected to have high levels of Digital & Information Literacy both at University and outside; it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.Sustainability & Global Citizenship  BCU is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations’. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong.We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:  * + Using cultural and international experiences or knowledge as a learning resource   + Encouraging intercultural experiences, partnerships and collaborations   + Contributing to international scholarly activity and knowledge exchange   + Embedding and debating global exemplars and perspectives in the curriculum   + Providing and promoting a range of accessible opportunities for the international and intercultural learning   + Facilitating on going intercultural and international dialogue and partnerships   + Proactively developing inclusive learning outcome, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals.   + Adapting the content, language pace and modes of delivery and assessment to the learning context and the diversity of learners   + Viewing and utilising the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) as a key learning resource   + Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.  Student Engagement  BCU is renowned across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of BCU’s Strategic Plan ‘we will become recognised as the sector leader for student engagement’. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students’ Union. The aim is to enable students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner (SAP) projects and for initiatives around Student Academic Mentoring (StAMP). Our Student Engagement Policy gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.Partnership Engagement  Engagement with partners is a key BCU priority which features strongly in BCU’s 2020 Strategic Plan. Our partners are students, as are the wider educational community, and external stakeholders such as employers and cultural/social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing such relationships. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives.Induction & Transition  Our induction and transition support helps you to adapt to the different experiences you will have on your course, enabling you to develop independent learning skills that support your success on your programme and prepare you for graduate level employment/further study. You’ll participate in an interactive induction which will give you a chance to get to know your fellow students, your personal tutor, your programme and your University. Throughout the course, but especially during the first few weeks of study your tutors will use their wealth of experience to support you in developing your study skills and settling into your programme and university life. Within the department we have a dedicated maths support tutor offering a range of small group interactive workshops and one to one sessions to provide support and assistance with mathematics and statistics which are a core component of the programme.Progression & Retention  We want all students to succeed to the best of their ability so that you stay at BCU and progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won’t succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly.Support & Personal Tutoring  Every student has a Personal Tutor. Your Personal Tutor is there to advise you on your academic progress and can also direct you to additional help, if you need it. You can expect to meet your Personal Tutor for formal meetings three times a year but he or she will also be available if you need additional help or guidance. The University as a whole offers an array of support, such as the Centre for Academic Success, Careers, Child Care, Finance/Money Matters, Health and Wellbeing, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our ‘one stop shop’, ASK.Personal Development Planning Personal Development Planning (PDP) enables you to be in control of your own future by reflecting on your progress so far and making changes for the future. In BCU, we provide structured opportunities for you to become more self-aware, more aware of how to learn and how to improve personal performance, and more able to cope with the transition to your chosen career.Employability (incl. Birmingham City University Graduate Attributes)  BCU programmes aim to provide graduates with a set of attributes which prepare them for their future careers.The BCU Graduate:  * + is professional and work ready   + is a creative problem solver   + is enterprising   + has a global outlook  The Faculty of Business, Law and Social Sciences is committed to practice-led learning and teaching that will give you experiences of the world of work through a range of activities which could include work placements, voluntary work, live projects, problem-solving, case studies, visits to businesses and social enterprises (there are no extra costs to students for trips of this nature). These experiences will provide you contribute towards the BCU Graduate Attributes that will prepare you for graduate level employment. |

## Section Two

This section addresses the key regulatory and quality assurance requirements for validation. The programme learning map tracks the programme level learning outcomes, credit structure and (where appropriate) KIS data, assessment and feedback scope and forms, module delivery mode and module learning outcomes, and any exit awards that are possible from the programme.

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| **Level 7** Trimester 1 Options\* | **Project and Relationship Management** | **Advanced Management Accounting** | **Corporate Reporting** | **International Tax Planning** | **Audit Theory and Practice** | **Security Analysis and Portfolio Management** |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |
| Study Time (%) S/DI/PL | 35/65/00 | 35/65/00 | 35/65/00 | 35/65/00 | 35/65/00 | 35/65/00 |
| Assessment method | Project Plan (50%)  Examination (50%) | Individual Report (25%)  Examination (75%) | Group Presentation (25%)  Examination (75%) | Group Report (25%)  Examination (75%) | Group Role Play (25%)  Portfolio (75%) | Essay (100%) |
| Assessment scope | 1,500 word plan  2 hour closed book exam | 1,000 word report  3 hour closed book exam | 15 minute presentation  3 hour closed book exam | 1,000 word report  3 hour closed book exam | 20 minute role play  2,000 word portfolio | 3,000 word essay |
| Assessment week | Project Plan: 13  Examination: 14/15 | Group Report: 6  Examination: 14/15 | Group Report: 6  Examination: 14/15 | Group Report: 7  Examination: 14/15 | Role Play: 6  Portfolio: 13 | Essay: 15 |
| Feedback scope | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | CWK: 20 days | CWK: 20 days |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |
| Learning Outcomes | 1 Synthesise a range of data to argue the business case for change. | 1 Critically evaluate strategic approaches to managing costs for competitive advantage. | 1 Critically employ and appraise ratio analysis to support evaluation of the financial performance, financial position and financial adaptability of an incorporated entity. | 1 Critically analyse and evaluate international taxation policy. | 1 Evaluate business systems and controls with reference to audit theory and practice to meet stakeholder and organisational objectives for compliance, control and continual improvement. | 1 Critically analyse investment fund performance using appropriate theory and models for a range of organisations. |
| 2 Construct a project plan which justifies and sets out the processes required for effective change. | 2 Apply and critically evaluate a range of costing techniques and pricing strategies. | 2 Incorporating accounting transactions and adjustments prepare consolidated financial statements in accordance with relevant international accounting standards. | 2 Prepare tax computations for multinationals. | 2 Appraise an internal audit scenario and formulate solutions that improve the control environment of the organisation. | 2 Evaluate portfolio risks and return using appropriate theory and models for a variety of organisations in a domestic and global context. |
| 3 Critique alternative approaches to strategic development. | 3 Prepare long term decision making appraisals supported with justified recommendations. | 3 Critically evaluate relevant international accounting standards and prepare disclosures in accordance with such standards. | 3 Assess and appraise international tax avoidance practices and evaluate the legislation developed to counteract them. | 3 Judge the impact of the legal, regulatory and ethical frameworks of external auditing in practical scenarios. | 3 Analyse and evaluate trading environment and current research activities in the topic area. |
| 4 Compare and contrast tools and techniques for managing relationships within different contexts. | 4 Critically evaluate information systems, management reports, ‘big data’ and the use of such information for decision making and control. | 4 Calculate a Weighted Average Cost of Capital (WACC) for an incorporated entity and critically appraise the sources of long term finance used within the calculation. | 4 Analyse, interpret and appraise strategies for international tax planning. | 4 Organise and manage the audit and assurance process and demonstrate critical and reflective skills by evaluating the impact on the audit report. |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🞏 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🗹 |
| Programme Learning Outcome Mapping | 123456 | 123456 | 123456 | 123456 | 123456 | 123456 |
| Linked PSRB (if appropriate) | CIMA | CIMA | CIMA | ACT, CFA, ICAEW | ICAEW |  |

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| **Level 7** Trimester 2 Options\* | **Strategic Management** | **Strategic Risk Management** | **Financial Strategy** | **Public Sector Financial Management** | **Global Finance** |  |
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 20 (10) | 20 (10) |  |
| Study Time % S/DI/PL | 35/65/00 | 35/65/00 | 35/65/00 | 35/65/00 | 35/65/00 |  |
| Assessment method | Case Study Analysis (25%)  Examination (75%) | Assignment (25%)  Examination (75%) | Individual Report (25%)  Examination (75%) | Assignment (25%)  Examination (75%) | Examination (100%) |  |
| Assessment scope | 1,000 word analysis  3 hour closed book exam | 1,000 word assignment  2hr closed book exam | 1,000 word report  3 hour closed book exam | 1,000 word assignment  2 hour closed book exam | 2 hour closed book exam |  |
| Assessment week | Case Study Analysis: 6  Examination: 14/15 | Assignment: 12  Examination: 14/15 | Group Report: 7  Examination: 14/15 | Assignment: 7  Examination: 14/15 | Examination: 14/15 |  |
| Feedback scope | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | CWK: 20 days  EXM: after examination board | EXM: after examination board |  |
| Delivery mode | Standard Blended | Standard Blended | Standard Blended | Standard Blended | Standard Blended |  |
| Learning Outcomes | 1 Differentiate and critically appraise the different approaches for Strategic Development. | 1 Evaluate the risk management process, risk governance, risk reduction and risk management systems of organisations. | 1 Critically evaluate the financing requirements of an entity and recommend appropriate strategies for meeting such requirements. | 1 Critically evaluate sources of finance available in public services. | 1 Critically discuss prominent theories about the dynamic relationships between currency values, inflation and interest rates. |  |
| 2 Critically appraise the strategic position of an organisation. | 2 Evaluate a company’s or a portfolio’s exposures to financial and non-financial risk factors. | 2 Appraise strategic financial management policy decisions. | 2 Evaluate accountability in public services and appraise the implications for public bodies of the harmonisation of accounting practices. | 2 Measure the exchange rate risk inherent in a transaction or business operation and determine the effective management of the risks identified using financial instruments and other techniques. |  |
| 3 Evaluate the strategic options for an organisation and recommend an option. | 3 Estimate and evaluate value at risk (VaR) and other credit risks of investment positions or financial derivatives such as forward contracts, swaps, and options. | 3 Evaluate opportunities for acquisition, merger and divestment. | 3 Prepare the key external financial statements for a range of public service organisations using applicable accounting standards. | 3 Critically evaluate sources of finance available to a multinational corporation. |  |
| 4 Recommend and justify an appropriate Strategic Implementation strategy. | 4 Prepare a risk adjusted capital budget and evaluate the outcome for a business. | 4 Critically apply appropriate valuation techniques to value a business. | 4 Advise upon the use of applicable accounting standards and justify their application for a range of public service organisations. |  |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🞏 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🗹 |  |
| Programme Learning Outcome Mapping | 123456 | 123456 | 123456 | 123456 | 123456 |  |
| Linked PSRB (if appropriate) | CIMA, ACT | CIMA, ACT | CIMA | CIPFA |  |  |

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| **Level 7** Trimester 3 Options\* | **Integrated Strategic Case Study** | **Research Skills & Dissertation/Project** |  |  |  |  |
| Credit level (ECTS value) | 60 (30) | 60 (30) |  |  |  |  |
| Study Time % S/DI/PL | 35/65/00 | 35/65/00 |  |  |  |  |
| Assessment method | Patchwork (100%) | Proposal (20%)  Dissertation/Project (80%) |  |  |  |  |
| Assessment scope | Company proposal, professional communication and case study report elements. 9,000 word report | Research Proposal  Dissertation/Project report. 9,000 word report. |  |  |  |  |
| Assessment week | Ongoing | Ongoing |  |  |  |  |
| Feedback scope | CWK: 20 days | CWK: 20 days |  |  |  |  |
| Delivery mode | Standard Blended | Standard Blended |  |  |  |  |
| Learning Outcomes | 1 Critically evaluate and produce a strategic analysis of a company. | 1 Demonstrate a competent understanding of research methods, methodological and philosophical understandings applicable to research and applied projects, within the broad field of Accounting and Finance. |  |  |  |  |
| 2 Critically evaluate and produce a financial analysis of a company. | 2 Formulate a research study with clearly defined aims, objectives, research problem/questions and its underlying challenges and limitations |  |  |  |  |
| 3 Produce a strategic implementation analysis of a company. | 3 Critically review existing literature on the topic, identify gap and formulate testable research proposition(s) |  |  |  |  |
| 4 Produce a strategic evaluation of a company. | 4 Robustly analyse data using appropriate qualitative and/or quantitative research methods to evaluate the stated research propositions and produce a well-written document that can stand the test of academic rigour. |  |  |  |  |
| Programme Aim Links | 1🗹 2🗹 3🗹 4🗹 5🗹 | 1🗹 2🗹 3🗹 4🞏 5🗹 |  |  |  |  |
| Programme Learning Outcome Mapping | 123456 | 123456 |  |  |  |  |
| Linked PSRB (if appropriate) | CIMA |  |  |  |  |  |

\* Please note, options are subject to student numbers and availability.

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| **Level 7 Programme** | | | | | |
| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | | Exit award(s) |
| A first or second class degree in Accountancy, Accounting and Finance or business related area with significant accounting related content from a UK institution.  (Or equivalent international qualification)  **Or**  ACCA Papers F1-9 / CIMA Operational and Management Levels (or equivalent).  **Or**  Full professional accountancy qualification (APEL may be available).  **Or**  A pre-Master’s programme approved by Birmingham City University along with IELTS of at least 6.5 (minimum 6.0 in each area) where applicable. | Where students are fully exam qualified from a relevant professional body APL will be completed as appropriate. | **Scheduled** learning and teaching activities  (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | | 35% | Postgraduate Certificate in Accounting and Finance  Postgraduate Diploma in Accounting and Finance  MSc Accounting and Finance |
| **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | | 65% |
| **Placement** (including external activity and study abroad) | | 0% |
| **Impact of options** (indicate if/how optional choices will have a significant impact) | Option choices will impact on professional exemptions available. | |

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| Additional Information |
| Exact exemptions gained vary depending on the modules selected and the latest version of the professional syllabi. |

## Section Three