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|---------------------------------------|--|--|
| <b>Reference points:</b>              | Internal   | <ul style="list-style-type: none"> <li>• LSBU Corporate Strategy 2020-2021</li> <li>• LSBU Business School Strategy Document for 2019-20</li> <li>• LSBU Academic Regulations for Taught Courses</li> <li>• LSBU Academic Quality and Enhancement Website</li> </ul>   |
|                                       | External   | <ul style="list-style-type: none"> <li>• QAA Quality Code for Higher Education 2018</li> <li>• QAA Accounting Benchmark Statement 2019</li> <li>• QAA Finance Benchmark Statement 2019</li> <li>• SEEC Credit Level Descriptors for Higher Education 2021</li> <li>• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (November 2014)</li> <li>• ACCA, CIMA and ICAEW Syllabi and accreditation schemes current as on date (February 2020).</li> </ul> |
| <b>B. Course Aims and Features</b>    |  |  |
| <b>Distinctive features of course</b> | <ul style="list-style-type: none"> <li>❖ Supportive learning environment with focus on student success.</li> <li>❖ Strong professional focus, syllabus is focused on future practice.</li> <li>❖ Exemptions from a number of professional accountancy bodies to give students a head start in the profession.</li> <li>❖ Support throughout the degree to develop student employability.</li> <li>❖ Advanced final year options to allow students to broaden their study and focus on their interests.</li> <li>❖ Academic preparation for further study such as masters degrees or further professional examinations.</li> </ul>  |  |
| <b>Course Aims</b>                    | <p>The overarching vision of BA (Hons) Accounting and Finance is the creation of a high quality academic programme that provides professional opportunity, in accounting and finance in a business context, to all who can benefit.</p> <p>The course aims to ensure that students, from any socio-economic background have an effective route to a career of their choice via an accounting programme that integrates academic, professional and vocational opportunity.</p> <p><b>BA (Hons) Accounting and Finance aims to:</b></p> <ol style="list-style-type: none"> <li>1. Develop academically confident graduates through the provision of a supportive learning environment that nurtures understanding of the accounting and finance disciplines, theories and issues.</li> <li>2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a broad business context.</li> <li>3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing explicit career support and making available opportunities for internships, volunteering and networking.</li> </ol> |  |

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|  | <p>4. Deliver a future fit curriculum that is responsive to the rapidly changing needs of the accounting and finance professions.</p> <p>5. Optimise professional body exemptions; providing pathways to, or development of, a successful career of choice within the accounting and finance profession, business or academia.</p>   |
| <p><b>Course Learning Outcomes</b></p> | <p>On completion of this course students should be able to:</p> <p>LO1 Demonstrate knowledge and understanding of the theory and practice of accounting and finance in the modern business environment.</p> <p>LO2 Apply the principles of accounting, finance and related disciplines in the management of business operations in a range of different contexts.</p> <p>LO3 Analyse and develop solutions to structured and unstructured problems in a broad business context, using innovative and critical thinking, in areas relating to the twin disciplines of accounting and finance.</p> <p>LO4 Interpret relevant accounting, financial, legal and ethical principles, guidelines and regulations, and accurately convey their meaning to a variety of users.</p> <p>LO5 Demonstrate a range of skills that a modern accounting and finance professional is expected to possess, including analytical, numerical, digital, team-working, and oral and written communication skills.</p> |

### **C. Teaching and Learning Strategy**

While this course of study embraces a wide range of learning and teaching strategies, the delivery of the BA (Hons) Accounting and Finance is underpinned by several central themes:

1. Learning is an active process benefiting from the engagement of the students, their peers and staff alike; to provide academic challenge through activities such as debate and discussion; through to academic support and guidance. This is achieved through lectures, seminars, and computer labs.
2. Teaching is intellectually driven but always with close reference to the world of work to enhance the delivery of a range of transferable skills. Much of the seminar work involves practical problem-solving using mini case studies replicating real-life business scenarios.
3. Information technology is used where relevant and appropriate to enhance the learning and teaching process. Digital technology such as Panopto lecture capture software is used to increase academic support for students and improve the efficiency of the teaching and assessment processes
4. Skills in the use of industry standard software such as Sage/Xero, Bloomberg and Excel are developed and assessed through various modules of the course.
5. Assessment and feedback, both formative and summative, is designed to be varied, progressive and challenging in its form, and integrated into the curriculum to aid and support learning and the development of skills.

6. Skills needed to enhance independent learning are developed over the course of the programme to ensure that students are prepared to take responsibility for their own personal development and autonomous learning. Self-managed study to supplement and consolidate classroom learning constitutes about 75% of student study hours. These include prescribed reading, reviewing of material covered in the classes, practicing the application of technical knowledge and skills to problem-based exercises, researching and working on coursework assignments, group discussion, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).
7. Opportunity for accessing learning is available to all students from all socio-economic backgrounds and the teaching team are responsive to the diversity of an individual's learning needs.
8. A variety of experienced academic staff teach on the course, almost all of whom have relevant professional qualifications in addition to academic qualifications. Some teaching staff have considerable industry experience which they bring to the classroom, others are actively engaged in relevant real world research which they use to inform their teaching.
9. The Business School has introduced a revamped personal tutoring system, which has bedded in and is providing much needed support to students. The system includes both group and one-to-one personal tutoring. Group personal tutoring, scheduled on the timetable, enables supportive and regular conversations to address common pastoral challenges. One-to-one personal tutoring, available from 9am to 8 5pm during term time, enables individual support and signposting to address individual pastoral challenges. Each student will receive a specialist 2-year degree personal tutor with whom they will have a touch point once a month. Specialist personal tutors will provide expert advice on progress and guidance on navigating the milestones of completing a two-year degree. One-to-one personal tutoring is available from 9am to 5 pm during term time and enables individual support, signposting to address individual pastoral challenges, and guidance on the student's personal development.

## **D. Assessment**

Formative: Formative assessment activities provide opportunities for developmental feedback and reflective learning and are a key teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities and feedback is a key formative assessment method throughout the programme, supported by back up material as provided on the University's VLE.

In class testing is a key formative assessment method at lower levels of the degree; this testing is supported by additional on line tests via the VLE which provide students with automatic feedback on performance. As students progress through the course, in class debate and discussion provides students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery.

Summative: The types of coursework assessments used are diverse and aim to assess student knowledge and understanding of topic areas in a wider business context.

Examples of the range of assessment types are poster presentations, business advisory reports, academic research reports, group work, Excel spreadsheets, and individual essays.

Examinations are compulsory for all modules that embed professional body exemptions. The examinations incorporate a wide variety of question types and assess a broad range of the syllabi content.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course.

## F. Entry Requirements

### General Entry Conditions:

- A Level ABB **or**:
- BTEC National Diploma DDM **or**:
- ACCA: Foundations in Accountancy Intermediate Certificate in Financial and Management Accounting
- ICAEW: Certificate in Finance, Accounting and Business
- AAT level 3 **or**:
- Equivalent Level 3 qualifications worth 128 UCAS points
- Access to HE qualifications with 24 Distinctions and 21 Merits **or**:
- Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).
- We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

### Recognition of other qualifications for direct entry to Level 5:

Direct entrants to Level 5 will be considered for applicants who have successfully completed (or gained exemption from):

- ACCA: Applied Knowledge exams:
  - Accountant in Business (AB)
  - Management Accounting (MA)
  - Financial Accounting (FA)
- ACCA: Diploma in Accounting and Business
- ACCA: Certified Accounting Technician (CAT)
- AAT: Accounting Qualification Level 4
- Recognised Edexcel Higher National Diploma in either accounting; business or finance giving exemption from ACCA Applied Knowledge modules
- Recognised degree giving exemptions from at least ACCA Applied Knowledge modules

Direct entrants to Level 5 will be given guidance on how they may make good any deficiencies in their learning. This will include the provision of syllabi and detailed recommended reading. This will be provided prior to the commencement of the teaching programme. Applicants will be advised as to which exemptions they will be eligible for on entry at Level 5.

### Recognition of other qualifications for direct entry to Level 6:

Direct entrants to Level 6 will be considered for applicants who have successfully completed (or gained exemption from):

ACCA: Applied Knowledge exams (AB, MA and FA)

*AND the following three Applied Skills exams – i.e.:*

- Corporate and Business Law (LW)
- Performance Management (PM)
- Taxation (TX)

**Structure**

The two-year accelerated degree will be taught at the same standard and content as three-year degree, however the pace of study is more intensive comprised on three, 10 week long semesters and reduced holiday periods across the years. Students will be required to work with an increased level of contact hours, including an extra summer term, where students may be required to work 8-10 hours a day over 10 weeks. Students considering two-year degrees are expected to be highly self-motivated to complete the course within two years but academics and specialist personal tutors will be there to support students along the way.

## G. Course structure(s)

### Course overview

Students study eighteen 20 credit modules, totalling 360 Credits, 120 at Level 4; 120 at Level 5 and 120 at Level 6. The programme can be studied in the full-time mode only.

At each level all full-time students study for 120 credits. The options offered are contingent on sufficient student demand. All options may not be available in any one year, and new options may be added.

### BA Honours Accounting and Finance (Accelerated)

*[Of the 18 modules, 15 are compulsory – there are only 3 optional modules, to be chosen at level 6]*

| Semester 1                            | Semester 2                                     | Semester 3                              |
|---------------------------------------|--|---|
| Finance and the Economy (L4)          | Management and Organisations (L4)              | Legal Environment of Business (L5)      |
| The LSBU Discovery Project (L4)       | Data for Decision Making(L4)                   | Financial Accounting and Reporting (L5) |
| Elements of Financial Accounting (L4) | Managerial Accounting (L4)                     | Finance in a Digital World (L5)         |
| Semester 1                            | Semester 2                                     | Semester 3                              |
| Managing Business Performance (L5)    | Contemporary Audit: Principles & Practice (L6) | Option 1* (L6)                          |
| Taxation Practice (L5)                | Corporate Reporting (L6)                       | Option 2* (L6)                          |
| Professional and Digital Skills (L5)  | Financial Decision Making (L6)                 | Option 3* (L6)                          |

**\* Optional modules (3 to be chosen from the following list):**

1. Advanced Financial Accounting and Reporting
2. Advanced Taxation
3. Corporate Finance and Risk Management
4. Strategic Leadership and Governance
5. Financial Planning and Wealth Management
6. Investment Analysis
7. Organisational Risk and Controls
8. Forensic Accounting
9. Global Finance and Technology
10. Volunteering

## H. Course Modules

| Module Code | Module Title                               | Level | Semester | Credit value | Assessment  |
|-------------|--|-------|----------|--------------|---|
|             | Finance and the Economy                    | 4     | 1        | 20           | 100% coursework                                       |
|             | The LSBU Discovery Project                 | 4     | 1        | 20           | 100% coursework                                       |
|             | Elements of Financial Accounting           | 4     | 1        | 20           | 50% time constrained assignment; 50% exam             |
|             | Management & Organisations                 | 4     | 2        | 20           | 100% coursework                                       |
|             | Data for Decision Making                   | 4     | 2        | 20           | 50% time constrained assignment; 50% Excel case study |
|             | Managerial Accounting                      | 4     | 2        | 20           | 50% coursework; 50% exam                              |
|             | Managing Business Performance              | 5     | 1        | 20           | 40% coursework; 60% exam                              |
|             | Taxation Practice                          | 5     | 1        | 20           | 40% coursework; 60% exam                              |
|             | Professional & Digital Skills              | 5     | 1        | 20           | 100% coursework                                       |
|             | Legal Environment of Business              | 5     | 2        | 20           | 40% coursework; 60% exam                              |
|             | Financial Accounting & Reporting           | 5     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Finance in a Digital World                 | 5     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Contemporary Audit: Principles & Practice  | 6     | 1        | 20           | 40% coursework; 60% exam                              |
|             | Corporate Reporting                        | 6     | 1        | 20           | 40% coursework; 60% exam                              |
|             | Financial Decision Making                  | 6     | 1        | 20           | 40% coursework; 60% exam                              |
|             | Advanced Financial Accounting & Reporting* | 6     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Advanced Taxation*                         | 6     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Corporate Finance & Risk Management*       | 6     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Strategic Leadership & Governance*         | 6     | 2        | 20           | 100% coursework                                       |
|             | Financial Planning & Wealth Management*    | 6     | 2        | 20           | 100% coursework                                       |
|             | Forensic Accounting*                       | 6     | 2        | 20           | 100% seen case study exam                             |
|             | Global Finance & Technology*               | 6     | 2        | 20           | 100% coursework                                       |
|             | Investment Analysis*                       | 6     | 2        | 20           | 100% coursework                                       |
|             | Organisational Risk and Controls*          | 6     | 2        | 20           | 60% coursework; 40% exam                              |
|             | Volunteering*                              | 6     | 2        | 20           | 100% coursework                                       |

\*Option modules

## I. Timetable information

The timetable will generally require students to attend classes on three days of the week – however, this may be subject to change due to unavoidable circumstances. The timetable for each semester will be made available before the semester begins.

Outside of classroom hours students are expected to engage in private study and revision, work on their assignments, and also participate in extracurricular activities.

## **J. Costs and financial support**

### **Course related costs**

- Students will be expected to read the prescribed textbooks for all modules on the course. Other learning materials will generally be provided on the VLE site of each module, but hard copies of these materials will not necessarily be provided to students – students desiring hard copies of the online materials will be required to print the materials themselves.

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link - <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

- Appendix A: Curriculum Map  
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Appendix C: Personal Development Planning (postgraduate courses)  
Appendix D: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. *(Asterisk indicates option modules)*

| Modules |  |      | Course outcomes |     |     |     |     |
|---------|--|------|-----------------|-----|-----|-----|-----|
| Level   | Title                                      | Code | LO1             | LO2 | LO3 | LO4 | LO5 |
| 4       | Finance and the Economy                    |      | X               | X   | X   |     | X   |
| 4       | The LSBU Discovery Project                 |      |                 |     | X   |     | X   |
| 4       | Elements of Financial Accounting           |      | X               | X   |     |     | X   |
| 4       | Management & Organisations                 |      |                 |     | X   |     | X   |
| 4       | Data for Decision Making                   |      |                 |     | X   |     | X   |
| 4       | Managerial Accounting                      |      | X               | X   | X   |     | X   |
| 5       | Managing Business Performance              |      | X               | X   | X   |     | X   |
| 5       | Taxation Practice                          |      | X               | X   |     | X   | X   |
| 5       | Professional & Digital Skills              |      | X               | X   |     |     | X   |
| 5       | Legal Environment of Business              |      | X               | X   |     | X   | X   |
| 5       | Financial Accounting & Reporting           |      | X               | X   | X   | X   | X   |
| 5       | Finance in a Digital World                 |      | X               | X   | X   |     | X   |
| 6       | Contemporary Audit: Principles & Practice  |      | X               | X   | X   | X   | X   |
| 6       | Corporate Reporting                        |      | X               | X   | X   | X   | X   |
| 6       | Financial Decision Making                  |      | X               | X   | X   |     | X   |
| 6       | Advanced Financial Accounting & Reporting* |      | X               | X   | X   | X   | X   |
| 6       | Advanced Taxation*                         |      | X               | X   |     | X   | X   |
| 6       | Corporate Finance & Risk Management*       |      | X               | X   | X   |     | X   |
| 6       | Strategic Leadership & Governance*         |      |                 |     | X   | X   | X   |
| 6       | Financial Planning & Wealth Management*    |      | X               |     | X   | X   | X   |
| 6       | Forensic Accounting*                       |      | X               | X   | X   | X   | X   |
| 6       | Global Finance & Technology*               |      | X               |     | X   |     | X   |
| 6       | Investment Analysis*                       |      | X               | X   | X   |     | X   |
| 6       | Organisational Risk and Controls*          |      | X               | X   | X   | X   | X   |
| 6       | Volunteering*                              |      |                 |     | X   | X   | X   |

## Appendix B:

### Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework           | Minimum expectations and rationale   | How this is achieved in the course  |
|--|--|---|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>   | <p>The BAAF course has always had very strong links to the professional accountancy bodies, and that continues to be the case. The course has a high level of accreditation from five different professional accountancy bodies, and is closely mapped to their curricula. Moreover, while planning revalidation of the course, we organised meetings of our Curriculum Advisory Board (CAB) – modifications and refinements to the curriculum have been informed and driven by the deliberations of the CAB, which is composed of industry representatives.</p>                                  |
| Embedded learning development                    | <p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>                  | <p>All modules at Level 4 are designed to support student transition into Higher Education and academic preparedness.</p> <p>The LSBU Business School Project has a specific focus on learning support and has coaching embedded within it. Finance and the Economy and Management of Organisations encourage learning and reflection on the practise of effective management in the modern business environment. Academic writing is explored across all modules and all modules make cross reference to each other and reinforce learning and development throughout the students’ journey.</p> |
| High impact pedagogies                           | <p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p> | <p>Each level has at least one element of group coursework. At Level 4 this is embedded within the LSBU Business School Project module and also the specialist Management Accounting module. At level 5 the module Finance in a Digital World has group coursework in addition to completion of Bloomberg Market Concepts Certificate by individual students. At level 6 the module Contemporary Audit requires group work, developing teamworking skills in the context of a professional audit practice.</p>  |

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| <p>Inclusive teaching, learning and assessment</p> | <p><u>Accessible materials, resources and activities</u><br/>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>   | <p>Course materials and resources, including course guides, PowerPoint presentations, handouts, on all modules are provided in an accessible format via Moodle and additionally, in some cases, as hard copies in the classroom. Workshop and seminar activities and feedback are key formative assessment methods throughout the programme - all supported by back up material provided on the University's VLE. Specialist software such as Sage Accounting and Bloomberg are available for students to develop key professional and employability skills.</p> |
| <p>Assessment for learning</p>                     | <p><u>Assessment and feedback to support attainment, progression and retention</u><br/>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>                            | <p>All modules have both formative and summative feedback at the appropriate level. All modules have formative assessment and feedback throughout delivery. Often feedback is face to face in class feedback from tutors and peers. Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p>  |
| <p>High impact pedagogies</p>                      | <p><u>Research and enquiry experiences</u><br/>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters,</p> | <p>Research enquiry is embedded in the teaching and assessment across the programme. Moreover, learning and application of research methods begins right from the start of the course and continues throughout. The aim is to enable students to see the linkage between theory and practice, and the practical application of accounting and finance concepts in a real world context.</p>  |

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|  | presentations and reports with peer review, should also be considered.   |   |
| Curricula informed by employer and industry need / Assessment for learning | <p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> | <p>The programme of teaching, learning and assessment is informed by the professional accountancy bodies that have accredited the course, thereby keeping the material current and relevant to contemporary practice. The quality of our curriculum and the technical education imparted to our students is reflected in the high success rate of our students in securing sandwich year placements – the NHS in particular selected as many as 14 BAAF (4 years degree) students for placements last year.</p>             |
| Inclusive teaching, learning and assessment                                | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>  | <p>All of our modules are delivered with a commitment to the inclusive curriculum. All case studies, images and resources are drawn upon to reflect the diversity of our cohort. The course has a diverse student cohort, and a team of equally diverse, experienced and empathetic teaching staff have traditionally ensured that the diversity of our student body, our University, and indeed our nation, is fully recognised in the nature and content of the learning and assessment materials used on the course.</p> |
| Curricula informed by employer and industry need                           | <p><u>Work-based learning</u></p> <p>Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>  | <p>We deliver Applied Character Based education whereby student work on case study, live briefs from employers, they can go on internships. Development of the employability skills expected in a work-ready graduate are integral to the course. Employability and careers advice is embedded throughout the modules via guest speakers and alumni input and also through peer to peer support.</p>  |

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| Embedded learning development | <p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | <p>Writing in the discipline is embedded throughout the programme and builds from level 4 upwards. Students develop their understanding of Business report writing, client briefs, presenting information in different formats and using different industry standard software. Team working and presentation skills are developed at all levels. Development of critical thinking and report writing skills are integral parts of the assessment across the course's modules. The assessments are tailored to the nature of the different subjects, which introduces a variety of reports, business communications, and presentations.</p> |
| High impact pedagogies        | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>   | <p>Students have the opportunity to work in our Business Solutions Center, an externally facing consultancy working on cross disciplinary projects with live customer briefs. In addition, they all have the opportunity to take up an internship. All students have the opportunity to work on live briefs supplied by employers.</p>   |
| Assessment for learning       | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an</p>   | <p>Modules are assessed using a wide variety of methodologies, these include:</p> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual work</li> <li>• Presentations</li> <li>• Report</li> </ul>   |

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|   | <p>advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternative assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>  | <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Spreadsheet</li> <li>• Examination</li> <li>• Test</li> </ul> <p>Most course works are built around case study and alternative assessments are made available where necessary.</p> <p>A mix of assessments are used at each level and on each programme and are appropriate to each discipline. Some are guided by professional body requirements</p>  |
| <p>Curricula informed by employer and industry need</p> | <p><u>Career management skills</u><br/> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p> | <p>Development of the employability skills expected in a work-ready graduate are integral to the course. Employability and careers advice is embedded throughout the modules via guest speakers, visits from professional body representatives, and alumni input. We run a series of extracurricular activities focusing on enhancement of student employability, designed in partnership with employers, professional bodies, our LSBU careers department and LSBU societies and the Enterprise Centre. Core values of students are explored at Level 4, enabling them to consider careers that give them happiness and satisfaction and that align to who they are and what they want to be, how they want to live their lives. At level 5 all students take an employability module “Professional and Digital Skills”, in which they receive guidance on the job market, CVs, on line profile, social media, interviews, elevator pitching industries, professionals, entrepreneurs, networking, assessment centers.</p> <p>This is supported by industry and professional body guest lectures and alumni.</p> <p>We run a series of extra curricular events and workshops to support and run our annual employability day</p> |

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|  |   | which all students can engage in, culminating in an alumni networking session.  |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><u>Relevant curriculum content</u></p> <p>The design of the curriculum and the assessment of learning outcomes are aligned with feedback and advice from employers. The content reflects currently relevant topics and the assessment aims to prepare students for common types of tasks they are required to perform in the workplace, such as giving presentations and writing analytical reports.</p> | <p>The 3 / 4 years BAAF course has always been very closely mapped to the current syllabi of the professional accountancy bodies. Moreover, while planning revalidation of the course, we organised meetings of our Curriculum Advisory Board (CAB) – modifications and refinements to the curriculum have been informed and driven by the deliberations of the CAB, which is composed of industry representatives. The content of the course is thereby kept up to date and current. In this revalidation, for example, we have introduced significant new content on Fintech and contemporary developments in digital technology in the area of accounting and finance.</p> |

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

|                                 |   |
|---------------------------------|---|
| <b>awarding body</b>            | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees   |
| <b>bursary</b>                  | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'  |
| <b>collaborative provision</b>  | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former   |
| <b>compulsory module</b>        | a module that students are required to take   |
| <b>contact hours</b>            | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials  |
| <b>coursework</b>               | student work that contributes towards the final result but is not assessed by written examination   |
| <b>current students</b>         | students enrolled on a course who have not yet completed their studies or been awarded their qualification  |
| <b>delivery organisation</b>    | an organisation that delivers learning opportunities on behalf of a degree-awarding body  |
| <b>distance-learning course</b> | a course of study that does not involve face-to-face contact between students and tutors  |
| <b>extracurricular</b>          | activities undertaken by students outside their studies   |
| <b>feedback (on assessment)</b> | advice to students following their completion of a piece of assessed or examined work   |
| <b>formative assessment</b>     | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| <b>higher education provider</b>    | organisations that deliver higher education  |
| <b>independent learning</b>         | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision                                 |
| <b>intensity of study</b>           | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study  |
| <b>lecture</b>                      | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials  |
| <b>learning zone</b>                | a flexible student space that supports independent and social learning   |
| <b>material information</b>         | information students need to make an informed decision, such as about what and where to study  |
| <b>mode of study</b>                | different ways of studying, such as full-time, part-time, e-learning or work-based learning  |
| <b>modular course</b>               | a course delivered using modules   |
| <b>module</b>                       | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| <b>national teaching fellowship</b> | a national award for individuals who have made an outstanding impact on student learning and the teaching profession   |
| <b>navigability (of websites)</b>   | the ease with which users can obtain the information they require from a website   |
| <b>optional module</b>              | a module or course unit that students choose to take   |
| <b>performance (examinations)</b>   | a type of examination used in performance-based subjects such as drama and music   |
| <b>professional body</b>            | an organisation that oversees the activities of a particular profession and represents the interests of its members  |
| <b>prospective student</b>          | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider   |

|                             |  |
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| <b>regulated course</b>     | a course that is regulated by a regulatory body  |
| <b>regulatory body</b>      | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities  |
| <b>scholarship</b>          | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'   |
| <b>semester</b>             | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)  |
| <b>seminar</b>              | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture                              |
| <b>summative assessment</b> | formal assessment of students' work, contributing to the final result  |
| <b>term</b>                 | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)   |
| <b>total study time</b>     | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment  |
| <b>tutorial</b>             | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project  |
| <b>work/study placement</b> | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| <b>workload</b>             | see 'total study time'   |
| <b>written examination</b>  | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions  |

## Appendix D: Proposed Course Calendar

| Course weeks  | University weeks | Activity                               | Months                  |
|---|------------------|--|-------------------------|
| <b>Semester One of Accelerated Degree's First Year (Semester 1 of L4)</b>   |                  |  |                         |
| Weeks 1-11  | 9-19             | S1 Teaching Weeks                      | September - December    |
| Week 12   | 20               | S1 Revision week                       | December                |
| Week 13   | 21               | S1 Exam week                           | December                |
|   | 22               | S1 SABs + APBs                         | December                |
|   | 22-23            | Christmas vacation                     | December                |
| <b>Semester Two of Accelerated Degree's First Year (Semester 2 of L4)</b>   |                  |  |                         |
|   | 24               | S1 Resit Exams (L4)                    | January                 |
| Weeks 1-11  | 25-35            | S2 Teaching Weeks                      | January – March / April |
|   | 25               | S1 Resit boards                        | January                 |
| Week 12   | 36               | S2 Revision week                       | March                   |
|   | 37-38            | Easter Vacation for Accelerated Degree | March / April           |
| Weeks 13 -14  | 39               | S2 Exam Week                           | April                   |
|   | 40 - 44          | Summer vacation                        | April / May             |
|   | 41               | Subject Area Boards S2 (L4)            | May                     |
|   | 42               | S2 Resit exam week (L4)                | May                     |
|   | 43               | L4 Award and Progression Boards        | May                     |
| <b>Semester Three of Accelerated Degree's First Year (Semester 1 of L5)</b> |                  |  |                         |
| Weeks 1-11  | 45-52 and 1- 3   | S3 Teaching Weeks (L5)                 | June - August           |
| Week 12   | 4                | Revision Week                          | August                  |
| Week 13   | 5                | S3 Exam Week (L5)                      | August                  |
|   | 6-8              | Late summer break                      | August / September      |
|   | 7                | S3 Subject Area Board (L5)             | September               |
|   | 8                | S3 Resit Exams (L5)                    | September               |
| <b>Semester One of Accelerated Degree's Second Year (Semester 2 of L5)</b>  |                  |  |                         |
| Weeks 1-11  | 9-19             | S1 Teaching Weeks                      | September - December    |
| Week 12   | 20               | Revision week                          | December                |
| Weeks 13  | 21               | S1 Exam Weeks (L5)                     | December                |
|   | 22               | S1 SABs + APBs                         | December                |
|   | 22-23            | Christmas vacation                     | December                |

|  |                   |  |                    |
|--|-------------------|--|--------------------|
|  | 24                | S1 Resit Exams (L5)                    | January            |
|  | 25                | S1 Resit APB (L5)                      | January            |
| <b>Semester Two of Accelerated Degree's Second Year (Semester 1 of L6)</b>   |                   |  |                    |
| Weeks 1-11   | 25-35             | S2 Teaching Weeks (pre-Easter)         | January - March    |
| Week 12  | 36                | S2 Revision week                       | March              |
|  | 37-38             | Easter Vacation for Accelerated Degree | March / April      |
| Weeks 13   | 39                | S2 Exam Week                           | April              |
|  | 40 - 44           | Summer vacation                        | April / May        |
|  | 41                | Subject Area Boards S2 (L6)            | May                |
|  | 43                | S2 Resit exam week (L6)                | May                |
| <b>Semester Three of Accelerated Degree's Second Year (Semester 2 of L6)</b> |                   |  |                    |
| Weeks 1-11   | 45-52 and<br>1- 3 | S3 Teaching Weeks (L6)                 | June - August      |
| Week 12  | 4                 | Revision Week                          | August             |
| Week 13  | 5                 | S3 Exam Week (L6)                      | August             |
|  | 6-8               | Late summer break                      | August / September |
|  | 7                 | S3 Subject Area Board (L6)             | September          |
|  | 8                 | S3 Resit Exams (L6)                    | September          |
|  | 9                 | S3 Resit APBs (L6)                     | September          |

As in the case of 3-year degree students, an accelerated degree student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules.

As accelerated students effectively take 3 semesters / terms of study in one calendar year in order to complete their degree over 2 rather than 3 years, the next "stage" of study for Level 5 and Level 6 will occur inside the same calendar year as the previous stage of study, as shown in the course calendar above.

POU (Pass with Outstanding Units) will therefore operate in the same way as for 3-year students in terms of being allowed to carry one failed unit per semester / term following a first sit and resit into the next stage of study.

Accelerated students who fail more than one unit per semester / term will be entitled to RYA (Repeat Year Attend) the stage or semester as normal at the next available opportunity. That opportunity may occur when the relevant semester / term is repeated as shown in the course calendar above.

Accelerated students who wish to exit the accelerated degree to change to the 3-year version of the degree will be counselled and considered on a case by case basis, with modules completed to date considered for APEL onto the 3-year version of the degree either at Croydon or Southwark according to student preference and places available at the time. Such students will be required to complete the relevant course change form.