Course Specification

A. Course Information			
Final award title(s)	MSc International Accounting and Finance (with Internship)		
Intermediate exit award title(s)	PgCert; PgDip		
UCAS Code		**Course Code(s)**	5723 (Full Time September start) 5593(Full Time January start)
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☑ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Accounting, Finance & Economics		
Course Director	Shashi Kumar		
Delivery site(s) for course(s)	☑ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☑Full time ☐Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time (Sep start)	24 months	September	September
Full time (Jan start)	27 months	January	April

Is this course generally suitable for students on a Student Sponsored visa?	Please complete the International Office questionnaire Yes ~~No~~ Students are advised that the structure/nature of the course is suitable for those on a Student Sponsored visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated / Subject to validation	January 2020
	Course specification last updated and signed off	Dec 2021
Professional, Statutory & Regulatory Body accreditation	ACCA, CIMA	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications

		QAA Subject Benchmark Statements: ➢ Accounting : February 2016 ➢ Finance: February 2016 PSRB ➢ ACCA ➢ CIMA ➢ ICAEW ➢ IFA Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	• An academic entry route into accounting and finance for applicants holding non-specialist entry qualifications; • A natural progression route for students of undergraduate programmes particularly in the areas of business, economics and finance; • Professional body exemptions: o Association of Chartered Certified Accountants (ACCA): Exemption from the last three papers of ACCA's Fundamentals Level qualifying examinations (i.e. ACCA F7, F8 and F9). o Chartered Institute of Management Accountants (CIMA): MSc IAF graduates who then complete CIMA's Management Case Study gain exemption from 12 CIMA papers at Foundation & Professional levels – leaving only 4 papers to complete at Strategic level; • Extended internship to develop the skills required by employers in the accounting and finance professions; • Modules to reflect both student interests and potential career opportunities; • An opportunity to study full-time and with intakes in both September and January; • Access to prestigious resources such as the Bloomberg computer suite. • A wide range of extracurricular activities and opportunities to attend expert symposiums and conferences to enhance employability and enhance awareness of contemporary issues and developments within the subject domains; • Two project events (launch and escalator); • The opportunity for consultancy practice; • The opportunity to carry out a project suiting the students' career needs; • Multiple start dates; • Business start-up advice and support during the programme for budding entrepreneurs; • Opportunities to network and develop connectivity with LSBU postgraduate research and enterprise community; • Life coaching.
Course Aims	The MSc International Accounting and Finance (with Internship) aims to: 1. Establish and maintain a learning environment that stimulates the understanding of the subject disciplines and engenders the development of independent thought and critical reflection. 2. Provide a contemporary international perspective, in the subject areas of accounting and finance, informed by scholarship and research. 3. Provide appropriate professional body exemptions. 4. Support students, through an extended internship, to gain relevant professional experience, in the areas of accounting and/or business finance.

	5. Equip graduates, with the skills and attributes necessary to develop careers in industry, the professions, public service and research. 6. Develop the skills necessary to successfully complete a research project within the domains of accounting and finance. 7. Encourage further specialist research and continuing professional development within the domains of accounting and finance.
Course Learning Outcomes	**A. Knowledge & understanding** Students will have knowledge and understanding of: A1 The principles and application of a range of International Accounting and Financial Reporting Standards. A2 The fundamental principles of international finance. A3 Contemporary theories and developments in the areas of accounting, finance and related areas of business. A4 The main research methodologies and techniques in accounting, finance and business. **B. Intellectual skills** Students will develop their intellectual skills such that they are able to: B1 Critically evaluate and engage in current academic research and advanced scholarship in the discipline. B2 Demonstrate originality in the application of knowledge to structured and unstructured business scenarios. B3 Recognise relevant ethical considerations and effectively evaluate how these may be resolved, when undertaking research and inquiry. B4 Synthesize data in its various forms to support argument. **C. Practical skills** Students will acquire and develop practical skills such that they are able to: C1 Critically analyse complex issues in accounting, finance and other areas of business management. C2 Systematically and creatively solve complex problems in the subject area. C3 Analyse, synthesise and present complex financial information in a way that is coherent and in accordance with accepted professional and academic practice. C4 Demonstrate proficiency in the use of relevant specialist software packages. **D. Transferable skills** Students will acquire and develop transferable skills such that they are able to: D1 Demonstrate the independent learning ability required for continuing professional development. D2 Exercise initiative and personal responsibility in an ethical manner. D3 Demonstrate effective communication skills.

	D4 Work in a team and participate competently and constructively in group activities. D5 Undertake an extended internship enabling the development of transferable managerial skills in the workplace.

C. Teaching and Learning Strategy

Lectures, seminars and workshop: Interactive seminars and workshops support lectures and have a strong focus on small group activities to encourage active participation of students throughout the course, developing peer learning, sharing of knowledge and best practice, and support networks amongst a diverse student body.

Case study: Teaching, learning and assessment are very applied, with case studies and simulation being used in all modules. Where possible live case studies are brought in to the classroom and external stakeholders involved in the delivery and the subsequent feedback to student generated solutions.

Research and enterprise: Research and entrepreneurial skills and knowledge are developed throughout the student journey. 'Consultancy, Enterprise and Innovation' and 'Research Methods' modules through to the Capstone Business Project students have the opportunity to identify areas of interest, explore ideas in a supportive environment and develop ideas through to impactful projects and beyond. Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.

Relevant information technology skills: Skills in the use of industry standard software such as Bloomberg, Excel and Fame are developed and assessed through various modules of the course.

Research Today! Seminars: All post graduate students are able to attend our monthly Research Today! Seminars and to network with the School's research community, to share and develop ideas which will support their studies and project work.

Project events: Two Capstone project workshop events (Launch and Escalator) will support students learning and development. Each workshop will go to support student research, enterprise and personal development.

Life coaches: All students have the option to have a life coach to support them with any challenges they face during their journey with LSBU.

Self-managed learning: Self-managed learning activities to supplement and consolidate classroom based activity constitutes about 75% of the student study hours, and these include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

Learning support: The University has a well stocked library which provides a range of study environments for individual and group/social learning, course materials, online information resources – library staff dedicated to the School of Business are also on hand to provide support for effective researching. Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides, bookable group rooms and laptop computers for loan. Current students can find more information at https://my.lsbu.ac.uk.

Teaching staff: A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real world research which they use to inform their teaching. The National Student Surveys and the Guardian University League Tables consistently place LSBU's Accounting and Finance subject area at the top of the table for student satisfaction with teaching.

Virtual learning environment: Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

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.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their knowledge and skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Activities such as *In-class debate, moots and discussion*s can provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This allows staff to reflect on student performance and feed forward into future delivery.

The VLE and *in-class presentations* and *student led seminars and blogs* can provide formative feedback to both staff and students as to the development of key intellectual skills.

Application of knowledge to case study, team working and client handling within workshops are all part of the formative feedback process with regards to transferable and practical skills. *The Capstone project facilitation, extended internship and work based supervisor process of support* should also ensure regular touch points between the student & academics / practitioners to enable feedback on research and practical application within the workplace.

Summative: Summative assessment is delivered through a variety of methods. *Group work based on case study is used* to assess team working, leadership, communication and reflective skills. Written communication is developed through *report writing* of both academic and business genres. Verbal communication and persuasive advocacy skills are developed through *presentations and pitching*. The numeracy skills that are essential for the accounting and finance professional are developed and enhanced throughout the programme, and assessment is through practical application to case study and *research analysis to support evidence-based decisions*. The use of industry standard financial analysis software such as Bloomberg, Excel, Fame and Stata is embedded throughout the subject-specific modules, developing valuable employability skills that work-ready graduates are expected to possess.

Examination is used to assess knowledge, understanding and application within a pressurised time constrained environment only when discipline norms or professional body requirements prevail in three of the core subject-specific modules which make up one-third of the total course credits.

E. Intermediate exit awards

1. A student needs to pass a minimum of 100 credits to be awarded a PgDip in International Accounting & Finance.
2. For the award of a PgCert in International Accounting & Finance, no more than 40 of the required 60 credits can be from the following non-subject specific modules:

Core modules 20 credits each

1. Financial Reporting
2. Audit Risk
3. Corporate Financial Management
4. Theories & Issues in Accounting & Finance

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have one of the following qualifications:

- A 2.2 UK honours degree (or equivalent) in a relevant subject area; or

- Applicants with a non-relevant degree, but with at least second class honours AND relevant work experience in accounting and finance, will be considered on an individual basis; or
- Fundamentals Level (Knowledge and Skills) of the ACCA professional examinations; or
- Operational and Management levels of the CIMA examinations; or
- Other relevant professional accountancy qualifications, including from overseas;

IELTS: The required English language skills to undertake this programme is IELTS (International English Language Testing Service) 6.5.

Applicants may be required to be interviewed by the Course Director or Divisional Admissions Coordinator.

G. Course structure(s)

This course is developed around the School of Business Framework for Postgraduate Courses. This framework has at its core the following modules:

- Consultancy, Enterprise & Innovation (20 credits)
- Research Methods (20 credits)
- Capstone Business Project (40 credits)

If a student has completed an LSBU course that falls within this framework, then APL available would be for:

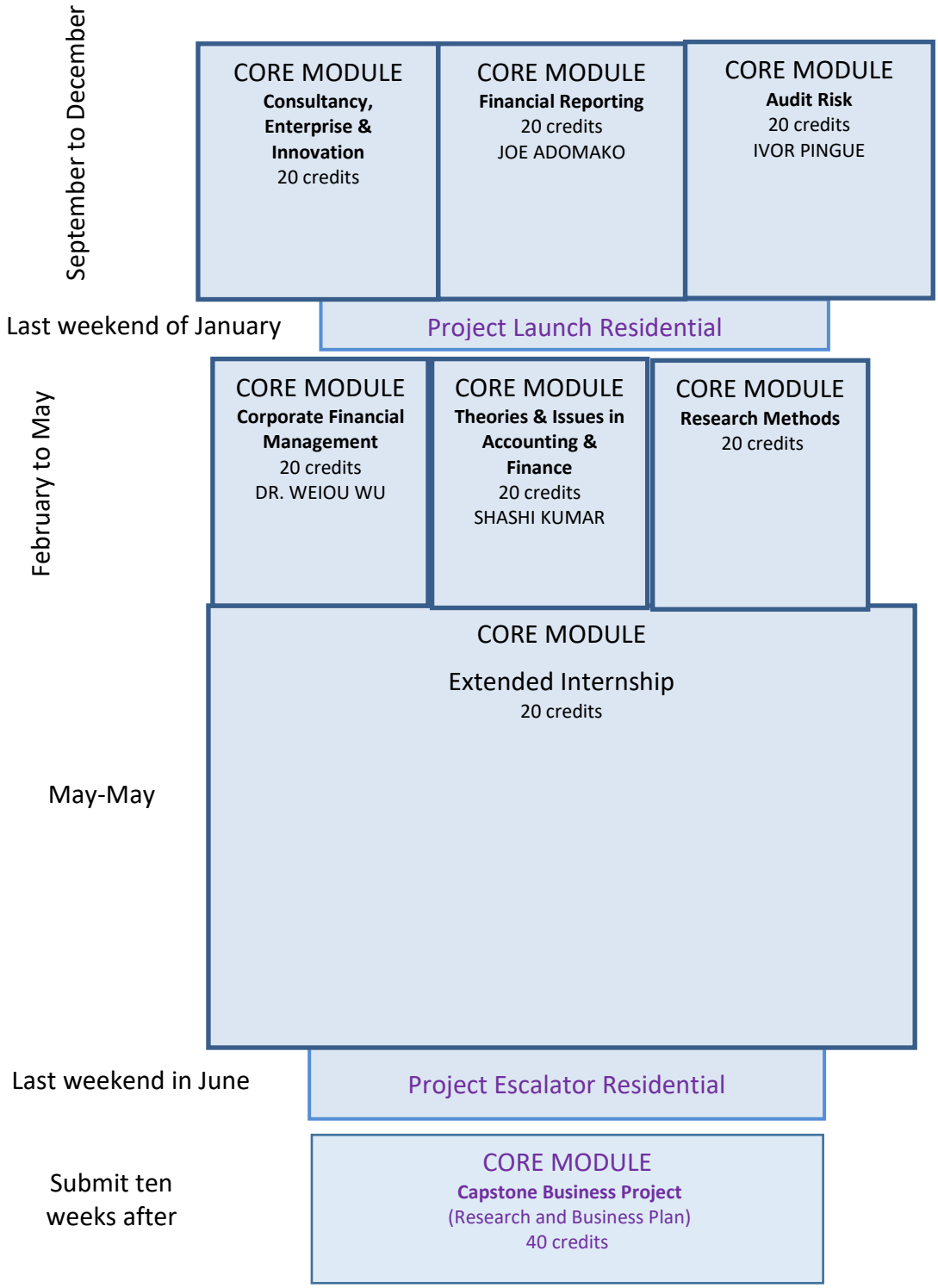
Consultancy, Enterprise & Innovation (20 credits)

The remaining core framework modules are contextualised towards the discipline and not available for APL. Any other LSBU modules completed will be considered for APL on a case by case basis. A maximum of 60 credits APL in total can be granted. Students should note that doing fewer credits by availing of such APL exemptions has implications for the availability of student loans from the Student Loan Company, whose loans are only available to students who do all modules of the course.

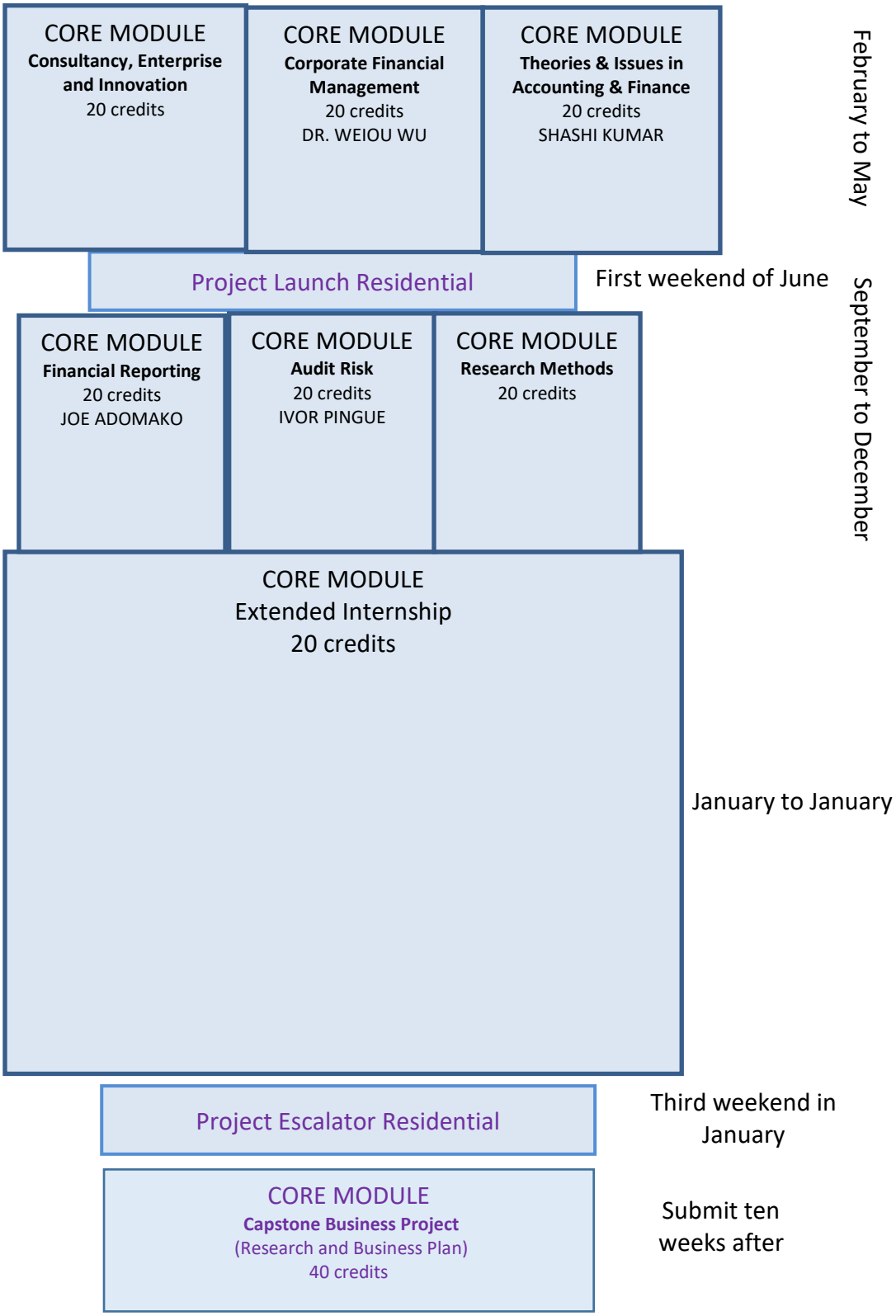
For the four core subject specific modules, January entrants will join September entrants (i.e. January entrants will do the core subject specific modules in reverse order to the September entrants).

MSc IAF (with Internship) will offer a 15-hour financial skills programme over 5 days to support student transition into Level 7 studies of a technical nature. The programme will be aimed at managing student expectations regarding their chosen subject of study, identifying areas of shortfall in necessary academic development, and proactively addressing these issues. The programme will be run for both September and January entrants - but rather than run it in induction week, we run it in week 1 or 2 of the corresponding semester to ensure that late enrolees can attend. These classes would therefore be in addition to the students' regular scheduled classes. Any students on the "with internship" course who fail to secure a long internship by the date given to them by the course team will be automatically changed on to the non-internship version of the course and the International Team at LSBU will be notified of this change.

MSc International Accounting & Finance– FULL TIME with Internship (September Start)



MSc International Accounting & Finance – FULL TIME with Internship (January Start)



Placements information

All students study for a 20 credit Extended Internship. This module allows the student to gain valuable work experience while studying for a master's degree. Responsibility for securing the work placement lies with the student. However, the student is supported during the search process and when the student is actually working. The work placement should have some direct bearing on what the student is studying - a student studying MSc International Accounting & Finance would be expected to secure an internship with some connection with aspects of accounting or finance within the business community.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AFE_7_AUR	Audit Risk	7	1	20	40% Group CW, 60% Exam
TBC	Consultancy, Enterprise and Innovation	7	1	20	100% CW
AFE_7_FRE	Financial Reporting	7	1	20	40% Individual CW, 60% Exam
AFE_7_CFM	Corporate Financial Management	7	2	20	40% Group CW, 60% Exam
TBC	Research Methods	7	2	20	100% Individual CW
AFE_7_TIS	Theories & Issues in Accounting and Finance	7	2	20	100% Individual CW
	Extended Internship	7	3	20	100% Individual CW
	Capstone Business Project	7	3	40	100% Individual CW

I. Timetable information

Timetables will be provided to students about two weeks in advance of each semester.

J. Costs and financial support

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
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map for MSc International Accounting and Finance (with Internship)

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.

CORE MODULES

Modules			Course outcomes															
Level	**Title**	**Code**	**A1**	**A2**	**A3**	**A4**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**	**D4**
7	**Audit Risk**	AFE_7_AUR	D		TDA	D	TD	TD	D	TDA	TDA	TDA	TD	D	D	D	DA	DA
7	**Corporate Financial Management**	AFE_7_CFM		TDA	TDA	D	TD	TD	D	TDA	TDA	TDA	TDA	TDA	TD	D	DA	DA
7	**Financial Reporting**	AFE_7_FRE	TDA		TDA	D	TD	TD	D	TDA	TDA	TDA	TD	D	TD	D	DA	D
7	**Theories & Issues in Accounting and Finance**	AFE-7-TIS	DA	DA	TDA	TDA	TDA	TD	TDA	D	TD	TDA	TD	D	D	D	DA	DA
7	**Consultancy, Enterprise & Innovation**	TBC						TDA		D		D			TDA	DA	DA	DA
7	**Research Methods**	TBC			DA		TDA		TD	TDA	TDA	D	D	D	D	D	TDA	
7	**Extended Internship**		DA								DA	DA	DA	DA	DA	DA	DA	DA
7	**Capstone Business Project**				D	TDA	TDA		D	TDA	DA	D	TDA	D	D	D	DA	

Note: T: Taught; D: Developed; A: Assessed

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	Outcomes focus and professional/employer links 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&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.	The course is strongly informed by employer and industry needs, as evidenced by the fact that significant accreditation is granted by two major professional bodies (ACCA and CIMA). The Management Consultancy and Extended Internship modules are highly practical and oriented towards the development of employability skills.
Embedded learning development	Support for transition and academic preparedness At least two modules 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 modules should reference and reinforce the learning development to aid in the transfer of learning.	All the course modules have learning development embedded in the curriculum, and students engage in independent learning, critical thinking and reflection throughout the course. Reflection on research is introduced right from the start of the course, with the first of the two research methods modules. The module "Theories & Issues in Accounting & Finance" (TIS) builds on this – to balance the professional practice orientation of the other three subject-specific modules, TIS is more theory-focused and places greater emphasis on the scholarly reading and research that develops the higher level cognitive skills required at postgraduate level.
High impact pedagogies	Group-based learning experiences 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 **professionalism** and **inclusivity**.	Two of the core modules in each semester require group work, as do some of the option modules. (Please see Rationale & Overview, section 5.1.5 "Assessment Processes" and Assessment Plan).

	At least one module should include an opportunity for group working. Group-based learning can also be linked to assessment if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> 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.	Course materials and resources, 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.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> 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 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 **excellence**.	All modules have both formative and summative feedback at the appropriate level - please see Rationale & Overview, section 5.1.5 "Assessment Processes".
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as	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

	well as prepare them to engage in enquiry as a highly sought after outcome of university study. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	throughout. The aim is to enable students to see the linkage between research methods and its practical application within a management and leadership context; research is no longer a skill set that is bolted on to the end of the taught element of the programme. By introducing the teaching at the beginning of the programme students can start exploring areas of interest from day one. The Consultancy, Enterprise and Innovation module and Research Methods module leads to cross fertilisation of ideas and the possibility of creating a Capstone Project around the creation of a new idea or enterprise can be viably explored.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> 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 **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Focus on real life case studies and development of the employability skills expected in a work-ready graduate are integral to the course - please see Rationale & Overview, section 5.1 “Learning, Teaching and Assessment Strategy”. Alongside the teaching programme will 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.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> 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 **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as	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.

	foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<u>Work-based learning</u> 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, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course.	Development of the employability skills expected in a work-ready graduate are integral to the course - please see Rationale & Overview, section 5.1 "Learning, Teaching and Assessment Strategy". Employability and careers advice is embedded throughout the modules via guest speakers and alumni input and also through peer to peer support. All students study for a 20 credit Extended Internship. This module allows the student to gain valuable work experience while studying for a master's degree.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> 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.	Development of critical thinking and scholarly report writing skills are integral parts of the assessment across the course's modules. An emphasis on scholarly research is introduced right from the start of the course, and the assessment for the subject-specific "Theories & Issues in Accounting" module requires all students to write a 3,500 word literature review comprising of four journal articles on a specific research problem in accounting or finance area, with an accompanying presentation. Financial analysis and spreadsheet construction, which are particularly important for report writing in the accounting and finance profession, are also key parts of the learning and assessment process on many of the modules.

High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> 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 **inclusivity**, communication and networking.	Please see Rationale & Overview, section 1.2, describing our strategy of sharing course modules across the entire School to the extent practicable, and embedding common subjects as core elements of all the School's postgraduate courses. This course is designed to fit with this new ethos through cross-disciplinary integration, enabling mixing of students from different subject areas and courses.
Assessment *for* learning	<u>Variation of assessment</u> 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 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 alternate 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.	A wide variety of assessment is used across the various modules - please see Rationale & Overview, section 5.1.5 "Assessment Processes" and Assessment Plan.
Curricula informed by employer and industry need	<u>Career management skills</u> 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 **excellence** and **professionalism**.	Development of the employability skills expected in a work-ready graduate are integral to the course - please see Rationale & Overview, section 5.1 "Learning, Teaching and Assessment Strategy". Employability and careers advice is embedded throughout the modules via guest speakers 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.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The Capstone Business Project is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	The Capstone Project enables students to carry out a consultancy project within a business, explore the possibility of new venture creation, or produce a 'standard' project investigating and finding evidence based solutions to business challenges. Real world impact will be at the core of each project and the project should ideally be carried out within a workplace and applied.

Appendix C: Personal Development Planning

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	• All students will be allocated a personal tutor. • Two meetings per year. • Sign post to additional support as needed. • Identify gaps and signpost training opportunities. • Project facilitators.
2 Supporting the development and recognition of skills in academic modules/modules.	• Personal Coaching. • Signposting to necessary support functions via Personal Tutoring module and personal coaching. • Assessment of a wide range of skills (see assessment matrix). • Extracurricular activity' masterclass' programme running alongside core academic programme.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Examples of Specific modules are: • Consultancy & Innovation – Group work, presentation, pitching, creativity • Live Consultancy – advocacy, pitching, negotiation, presentation, dealing with a client • Capstone Project – Resilience, grit, analysis, report writing.
4 Supporting the development and recognition of skills through research projects and dissertations work.	• All module assessments involve an element of evidence based decision making thus all require some level of research. • Project Escalator • Research in Action Module • Project Launch • Capstone project
5 Supporting the development and recognition of career management skills.	• Live Consultancy project – working on live case study with real world impact. Capstone project – working on a live scenario. • Links with Enterprise to provide entrepreneurial support. • Jobshop on site assistance. • Extended Internship and networking opportunities to improve mobility.
6 Supporting the development and recognition of career management skills through work placements or work experience.	• CIBS Lectures • Masterclasses • Coaching • Networking • Enterprise Activities

	• Long list of extracurricular activity
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	• Student Support • PDP • Professional Body contact • Employability Service for two years post graduate • Reflection
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	• Alumni • Industry Speakers • Professional bodies • Volunteering opportunities • CIBS talks • Professional Coaching
9 Other approaches to personal development planning.	Reflection in most modules and learning diary kept on Capstone project
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Examples of Specific modules are: • Consultancy & Innovation – Group work, presentation, pitching, creativity • Live Consultancy – advocacy, pitching, negotiation, presentation, dealing with a client • Capstone Project – Resilience, grit, analysis, report writing.

Appendix D: Terminology

awarding body	A UK higher education provider (typically a university)with the power to award higher education qualifications such as degrees
bursary	A financial award made to students to support their studies; sometimes used interchangeably With 'scholarship'
collaborative provision	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
compulsory module	a module that students are required to take
contact hours	The time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	Students enrolled on a course who have not Yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	Activities undertaken by students outside their studies
feedback(on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	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

Higher education provider	Organisations that deliver higher education
independent learning	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
Intensity of study	The time taken to complete a part-time course Compared to the equivalent full-time version: for example, half-time study would equate to 0.5intensityofstudy
lecture	A presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
Learning zone	A flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	Different ways of studying, such as full-time, part-time, e-learning or work-based learning
Modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability(of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance(examinations)	a type of examination used in performance-based subjects such as drama and music
Professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

Regulated course	a course that is regulated by a regulatory body
Regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
term	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)
total study time	The total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	See 'total study time'
written examination	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