

		<ul style="list-style-type: none"> • QAA Accounting Benchmark Statement 2019 • QAA Finance Benchmark Statement 2019 • SEEC Credit Level Descriptors for Higher Education 2016 • The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (November 2014) • ACCA, CIMA and ICAEW Syllabi and accreditation schemes current as on date (February 2020).
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> ❖ A one-year full time degree programme with the opportunity to progress onto year two of the BA (Hons) Accounting and Finance upon full completion of the course (120 Credits). ❖ A programme aimed at upskilling students with lower entry tariffs than required for the BA (Hons) Accounting and Finance. ❖ A supportive learning environment and personal tutoring to support academic development. ❖ The provision of specialised modules for personal development and work based learning which develop and enhance graduate employability. ❖ Guest speakers to deliver industry specific knowledge related to current employment practices and opportunities. ❖ The embedding of professional body exemptions. 	
Course Aims	<p>The CertHE in Accounting and Finance aims to equip students with a sound knowledge of the basic concepts of Accounting and provide a first step towards obtaining higher level qualifications namely the BA (Hons) Accounting and Finance.</p>	
Course Learning Outcomes	<p>On completion of this course students should be able to:</p> <p>LO1 Demonstrate elementary 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 Interpret relevant accounting information and accurately convey their meaning to a variety of users.</p> <p>LO4 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 CertHE in 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 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. Enhanced personal tutoring. In addition to the ordinary personal tutoring available to all students, one member of the course team is allocated as a personal tutor for each student and the course director holds fortnightly feedback and consultation sessions to assess progress and support whenever necessary.

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, 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:

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following:

- 48 UCAS tariff points (subject to annual review): applicants can achieve this via many different qualifications such as A Levels and BTEC Extended National Diploma.
- Relevant recognised access, HE preparatory course or foundation course; applicants must hold first time passes and may be tested in English and Mathematics.
- Any other Level 3 qualification which is of equivalent standard.

G. Course structure(s)

Course overview

This programme can be studied in the following modes:

- Full time – 1 Year (with either September or January entry)

On each mode students study six 20 credit modules, totalling 120 Credits at Level 4

The degree is offered as a one year full time course.

CertHE Accounting and Finance (Full Time)

[All modules are compulsory]

	Semester 1		Semester 2	
Level 4	Finance and the Economy	20 credits	Management and Organisations	20 credits
	The LSBU Discovery Project	20 credits	Data for Decision Making	20 credits
	Elements of Financial Accounting	20 credits	Managerial Accounting	20 credits

CertHE Accounting and Finance (Full Time) JANUARY ENTRY

[All modules are compulsory]

	Semester 1		Semester 2	
Level 4	Management and Organisations	20 credits	Finance and the Economy	20 credits
	Data for Decision Making	20 credits	The LSBU Discovery Project	20 credits
	Managerial Accounting	20 credits	Elements of Financial Accounting	20 credits

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

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>

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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.

Modules			Course outcomes			
Level	Title	Code	LO1	LO2	LO3	LO4
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

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 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&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 CertHE course has been having very strong links to the professional accountancy bodies. The course has a 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 professionalism and inclusivity. 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>Group coursework is embedded within the LSBU Business School Project module and also the specialist Management Accounting module.</p>
Inclusive teaching,	<p><u>Accessible materials, resources and activities</u></p>	<p>Course materials and resources, including course guides, PowerPoint</p>

learning and assessment	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.	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.
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 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 excellence .	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.
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 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 creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	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.
Curricula informed by employer and industry need /	<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	The programme of teaching, learning and assessment is informed by the professional accountancy bodies that have accredited the course, thereby

Assessment for learning	<p>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.</p>	<p>keeping the material current and relevant to contemporary practice.</p>
Inclusive teaching, learning and assessment	<p><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 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> 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 or internships, 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 and live briefs from employers. 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>
Embedded learning development	<p><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</p>	<p>Writing in the discipline is embedded throughout the programme. 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.</p>

	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 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.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> 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 inclusivity , communication and networking.	Students have the opportunity to work in our Business Solutions Centre, an externally facing consultancy working on cross-disciplinary projects with live customer briefs. All students have the opportunity to work on live briefs supplied by employers.
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. A 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.	Modules are assessed using a wide variety of methodologies, these include: <ul style="list-style-type: none"> • Group work • Individual work • Presentations • Report • Reflection • Spreadsheet • Examination • Test <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</p>

		discipline. Some are guided by professional body requirements
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>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.</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. 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 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><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 CertHE course has 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 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]

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 0.5 intensity of study
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 learning
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
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