



## Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

### Course Details

Course Title(s)	BA (Hons) Accounting and Finance with placement
Course code	4314
Course director	Vijay Lee
Shared Modules?	

### Changes to sequencing of modules:

Module code and name (please list by level)	S2→S1	S1→S2
None	N/A	N/A

### Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode
BAF_4_FAF Financial Accounting Fundamentals	<p>All lectures and seminars to move online.</p> <p>4 hours per week online.</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BBS-4-COM Concepts of Management	<p>All lectures (only) to move online.</p> <p>2 hours per week face to face (seminar).</p> <p>2 hours per week online (lecture).</p> <p>No change to the module hours:</p>

	<p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BBM-4-PRM Principles of Marketing	<p>All lectures (only) to move online.</p> <p>2 hours per week face to face (seminar).</p> <p>2 hours per week online (lecture).</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_5_ESA Employability Skills for Accountants	<p>All lectures (only) to move online.</p> <p>2 hours per week face to face (seminar).</p> <p>2 hours per week online (lecture).</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_5_AMA Advanced Management Accounting	<p>All lectures and seminars to move online</p> <p>4 hours per week online</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_5_TAF Taxation Fundamentals	<p>All lectures (only) to move online</p> <p>2 hours per week face to face (seminar)</p> <p>2 hours per week online (lecture)</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_6_MFI Managerial Finance	<p>All lectures and seminars to move online</p> <p>4 hours per week online</p>

	<p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_6_AFT Accounting and Finance Theories and Issues	<p>All lectures (only) to move online</p> <p>2 hours per week face to face (seminar)</p> <p>2 hours per week online (lecture)</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>
BAF_6_FRE Financial Reporting	<p>All lectures (only) to move online</p> <p>2 hours per week face to face (seminar)</p> <p>2 hours per week online (lecture)</p> <p>No change to the module hours:</p> <p>Contact hours for module: 60</p> <p>Self-study hours for the module: 140</p> <p>Total module hours: 200</p>

### Changes to assessment strategy

<b>Examinations</b>	All semester 1 examination assessments are now changed to 24-hour open book examinations conducted remotely.	
<b>Module code and name</b>	<b>Changes to weightings of assessment</b>	
	<b>Current</b>	<b>New</b>
The weightings of assessments remain unchanged. We are changing the type of assessment instead.		
BAF_4_FAF Financial Accounting Fundamentals	Individual 90 minute closed book test	An individual short coursework assignment of five days turnaround accounting for 50% weighting which will require students to prepare final accounts for a sole trader taking into consideration all the adjustments.
BAF_6_MFI Managerial Finance	“A group coursework assignment will count for 40% of the marks for the module. This will involve preparation of a 2,000-word report as from a finance team, in respect of a financial decision. Groups will also be required to make presentations in respect of the assignment.”	An individual 1500-word coursework assignment to count for 40% of the marks for the module. This will be a substantial piece of work that will explore one or more topics of the syllabus in greater depth. It will focus on the application of theory to practice,

		and may require the collection and analysis of real data.
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Additional information

<b>Any additional information</b>
<b>Course Director: Vijay Lee</b> Email: <a href="mailto:leevj@lsbu.ac.uk">leevj@lsbu.ac.uk</a>



<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	<ul style="list-style-type: none"> <li>• Association of Chartered Certified Accountants</li> <li>• Chartered Institute of Management Accountants</li> <li>• Institute of Chartered Accountants in England and Wales</li> <li>• Institute of Financial Accountants</li> </ul>	
<b>Reference points:</b>	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 Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 ICAEW Syllabi 2012 Applying for CIMA Accreditation of HE Programmes CIMA Syllabi 2011 ACCA Exemption Accreditation Handbook ACCA Syllabi 2013
<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 your success.</li> <li>• Strong professional focus, syllabus is focused on your future practice.</li> <li>• Exemptions from a number of professional accountancy bodies to give you a head start in the profession.</li> <li>• Optional placement year in industry to allow you to gain relevant work experience.</li> <li>• Support throughout your degree to help secure that first graduate position.</li> <li>• Advanced final year options to allow you to broaden your study and focus on your 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>The 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> </ol>	

	<p>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 placements, internships, volunteering and networking.</p> <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>a) Students will have knowledge and understanding of:</p> <p>A1- The role and nature of accounting and finance operations and a range of contexts in which they can be seen to be operating.</p> <p>A2- The main current thinking, technical language and practices of accounting including recognition, measurement, disclosure, control, decision making, analysis and application in financial statements, management accounting, performance management, audit and tax</p> <p>A3- The theory and applications of financial management including the financial management function, financial environment and markets, raising of financial resources, optimal allocation of those resources between alternative investments, efficient management of working capital and financial risk, and valuation of the enterprise.</p> <p>A4- Governance, regulation, ethics, compliance and the operation of the English legal system in a business context.</p> <p>A5- Contemporary theories and issues in accounting and finance in context.</p> <p>A6- Some of the alternative technical languages and practices of accounting and finance.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1- Critically evaluate arguments and evidence</p> <p>B2- Problem solve in a broad business context including the identification, evaluation and recommendation of solutions to structured and unstructured problems using innovative and critical thinking in areas relating to the twin disciplines of accounting and finance.</p> <p>B3- Research to support academic and professional practice using appropriate research methods and methodologies to gain an appreciation of the variety of equally valid solutions to solving real world issues.</p> <p>B4- Interpret relevant accounting, financial and legal principles and guidelines, including legislation and accurately conveying its meaning to a variety of users.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1- Record and summarise transactions and other economic events, including the preparation of financial statements in the form appropriate for the intended purpose; including the ability to correctly recognise, measure and disclose income, expenditure, assets and liabilities in the financial statements.</p> <p>C2- Analyse operations and use appropriate techniques to aid</p>

	<p>financial planning, control and decision making.</p> <p>C3- Locate appropriate literature from a variety of sources.</p> <p>C4- Acknowledge and reference sources using appropriate convention and practice.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1- Communicate and present information clearly and concisely in an appropriate form, including both oral and written, to an audience, presenting quantitative and qualitative information together with analysis, argument and commentary.</p> <p>D2- Use active listening skills and negotiating skills to reach appropriate solutions.</p> <p>D3- Act with professional behaviour, monitoring and improving performance through reflection on practice.</p> <p>D4- Meet prescribed deadlines, through effectively evaluating commitments and managing time and resources.</p> <p>D5- Meet prescribed deadlines, through effectively evaluating commitments and managing time and resources.</p> <p>D6- Think independently, developing self through PDP and applying techniques for lifelong learning.</p> <p>D7- Work effectively within a team to promote coordination and teamwork towards common goals, displaying sensitivity to cultural differences, demonstrating an understanding of effective leadership and delegation skills.</p> <p>D8- Apply appropriate information technology to a variety of tasks, in acquiring, analysing and communicating information.</p>
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### **C. Teaching and Learning Strategy**

#### **a) knowledge and understanding**

The acquisition of knowledge and understanding will be delivered through a wide variety of strategies.

#### **In class**

Lectures will where appropriate, deliver key topic areas across all academic Levels. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops support the lectures and will have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion. At Level 4 there is greater emphasis on acquisition of knowledge of process thus question practice and repetition of process are key to learning, however at higher Levels application of knowledge to case study and debate and discussion of current theories and issues support and enhance student learning.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

#### **Self-managed learning**

Self-managed learning activities to supplement and consolidate classroom based activity include:



reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the VLE.

### **b) Intellectual skills**

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivery over the length of the programme.

#### **In class**

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant data and information and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

At Level 4 in particular, support is given to basic cognitive skills development and student research practice via the Concepts of Management module.

The theories underpinning the cognitive process and basic research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the academic Levels students' ability to evaluate and synthesise information and their problem solving skills are developed through the application of skills to more complex case study problems and independence of thought and practice is developed.

Research skills are introduced via the Concepts of Management module at Level 4 but are predominantly developed at Level 5 and 6 via coursework application and in class case study analysis. Research is further explored and developed via the Accounting and Finance Theories and Issues module which can sow the seeds for areas of post graduate studies.

#### **Self-managed learning**

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and electronic on-line fora will be used to encourage on line debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

### **c) Practical skills**

#### **In Class**

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce.

The key practical skills are then continually developed throughout each Level demonstrating progressive development through to Level 6. However, as students' progress through the Levels, the syllabi emphasis moves away from the ability to perform practical skills to a greater emphasis on application and evaluation.

#### **Self-managed learning**

Self-managed learning is carried out mainly through relevant question practice and review and is supported with materials via the VLE.

Engagement with assessment also assists in the development of practical skills.

#### **d) Transferable skills**

These skills are specifically taught and developed through modules dedicated to the teaching and delivery of skills; such as Concepts of Management and Economics for Accounting at Level 4 and Employability Skills for Accountants at Level 5.

Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

#### **In class**

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations are used in the Study Skills module to develop teamwork and leadership skills.

Spread sheet and accounting systems skills are delivered in workshops and taught via application to case study problems and the synthesis of data.

Negotiating, influencing and interview skills can be developed via role play within the Employability Skills module.

In addition, transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

#### **Self-managed learning**

Reflective practice and work planning are all skills expected to be developed out of class hours. Additionally, engagement with formative and summative assessment, in particular the coursework element will naturally develop these transferable skills.

### **D. Assessment**

The assessment in this course is aligned to each set of learning outcomes as follows:

#### **1. knowledge and understanding**

##### **Formative**

Formative assessment activities provide opportunity 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.

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

##### **Summative**

The methods of summative coursework assessments used to assess a student's understanding and knowledge 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 (Concepts of Management at Level 4), business advisory reports (Fundamentals of Finance at Level 5) and academic research reports (Accounting and Finance Theories and Issues at Level 6), group work (Management Accounting at Level 4), and individual assignments (Financial Reporting at Level 6).

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.

## **2. Intellectual skills**

### **Formative**

On line fora and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

### **Summative**

At Level 4, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes.

As students move through the academic Levels examinations are also used to assess the application of knowledge to scenarios and assess students' evaluation and problem solving techniques. These skills are also assessed via coursework.

Research skills are primarily assessed via coursework. As students progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and will approach their work in a more evaluative manner.

## **3. Practical skills**

### **Formative**

Formative assessment via in-class tests, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

### **Summative**

Summative assessment may be via closed book examination, individual and group coursework through which practical skills can be demonstrated.

## **4. Transferable skills**

### **Formative**

Peer review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills.

### **Summative**

The summative assessment of transferable skills 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 skills are developed through presentations at each Level.

Numeracy skills are embedded throughout most subjects and IT skills are necessary to produce each piece of coursework.

**Progression during the course is compliant with the university's Assessment and Examinations procedure.**

### **E. Academic Regulations**

The University's Academic Regulations apply for this course.

### **F. Entry Requirements**

Information on entry requirements should include:

#### **1. 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:

- 120 UCAS tariff points: applicants can achieve this via many different qualifications such as A Levels and BTEC Extended National Diploma
- ACCA: Foundations in Accountancy Intermediate Certificate in Financial and Management Accounting
- ICAEW: Certificate in Finance, Accounting and Business
- AAT: Accounting Qualification Level 3
- 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

#### **2. Accreditation of Prior Learning (APL)**

All awards for APL will be in line with the University's policy and current academic regulations.

#### **3. Transfer credit**

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Credit may also be transferred from a previous experience of learning at LSBU.

Applicants will be considered on an individual case by case basis and transfer credit will only be awarded at Level 4. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to grades achieved and number of attempts at the assessments.

#### **4. Recognition of other qualifications for direct entry to Level 5**

Direct entrants to Level 5 will be considered by applicants who have met the requirements set out in section 1 above and have successfully completed (or gained exemption from):

- ACCA: Fundamentals – Knowledge modules (F1, 2 and 3)
- 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 Fundamentals – Knowledge modules
- Recognised degree giving exemptions from at least ACCA Fundamentals- 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

There is no Direct Entry to Level 6 of the course(s).

IELTS requirements for international students is in line with the university's and the UKVI's requirements.

## **G. Course structure(s)**

### **Course overview**

#### **BA (Hons) Accounting and Finance – Full time**

This programme can be studied in four separate modes:

- Full time – 3 Years
- Full time – With Placement – 4 years
- Part time – 4 years

On each mode students study eighteen 20 credit modules, totalling 360 Credits, 120 at Level 4; 120 at Level 5 and 120 at Level 6.

The degree is offered as a three-year full time course, and can be taken in the full-time mode as a sandwich course with a work placement year between level 5 and level 6 or via a part-time route. Those students on the full-time degree who do not wish to take the work placement year with progress to final year without placement.

Programme requirement information is provided as a series of tables to show the structure of each semester's core modules. This is followed by an options module listing for level 6.

At each level all full-time students study for 120 credits over a traditional academic year. Part-time students can study the course over 4 years. For both full-time and part-time students, 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.

The tables below show the modules offered in each semester on the full-time mode and part-time mode. The semester offering will vary for students on the part-time mode.

The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

#### **Placement Year**

An optional placement year is available to students at the end of Level 5. The placement year gives students the opportunity to take on relevant responsibility and 'try out' a career path. We anticipate that students will be able to apply appropriate learning from the course into practice, whilst gaining valuable professional experience and improving employability prospects as a result.

**Student transition between modes of delivery**

Movement between modes of delivery requires Head of Department or nominated representative approval.

	Semester 1		Semester 2	
<b>Level 4</b>	Concepts of Management	20	People and Organisations	20
	Financial Accounting Fundamentals	20	Business Economics	20
	Principles of Marketing	20	Management Accounting	20
<b>Optional placement year</b>				
<b>Level 5</b>	Taxation Fundamentals	20	Fundamentals of Finance	20
	Employability Skills for Accountants	20	Business and Company Law	20
	Advanced Management Accounting	20	Financial Accounting and Analysis	20
<b>Optional placement year</b>				
<b>Level 6</b>	Accounting and Finance Theories and Issues	20	Audit and Assurance	20
	Financial Reporting	20	Optional module 1	20
	Managerial Finance	20	Optional module 2	20

BA (Hons) Accounting and Finance – **Part time**

	Semester 1		Semester 2	
<b>Year 1 (80 credits)</b>	Concepts of Management (Level 4)	20	Management Accounting (Level 4)	20
	Financial Accounting Fundamentals (Level 4)	20	Business Economics (Level 4)	20
<b>Year 2 (120 credits)</b>	People and Organisations (Level 4)	20	Business and Company Law (level 5)	20
	Principles of Marketing (Level 4)	20	Financial Accounting and Analysis (Level 5)	20
	Employability Skills for Accountants (Level 5)		Fundamentals of Finance (Level 5)	
<b>Year 3 (80 credits)</b>	Taxation Fundamentals (Level 5)	20	Audit and Assurance (Level 6)	20
	Advanced Management Accounting (Level 5)	20	Financial Reporting (Level 6)	20
<b>Year 4 (80 credits)</b>	Accounting and Finance Theories and Issues (Level 6)	20	Option module 1 (Level 6)	20
	Managerial Finance (Level 6)	20	Option module 2 (Level 6)	20

### Placements information

An optional placement year is available to students at the end of Level 5. The placement year gives students the opportunity to take on relevant responsibility and ‘try out’ a career path. We anticipate that students will be able to apply appropriate learning from the course into practice, whilst gaining valuable professional experience and improving employability prospects as a result.

<b>H. Course Modules</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
BBS_4_COM	Concepts of Management	4	S1	20	Coursework
BBM_4_PRM	Principles of Marketing	4	S1	20	Coursework
BAF_4_FAF	Financial Accounting Fundamentals	4	S1	20	Coursework
BBM_4_PEO	People and Organisations	4	S2	20	Coursework
BBS_4_ECO	Business Economics	4	S2	20	Coursework
BAF_4_MAC	Management Accounting	4	S2	20	Coursework and Exam
BAF_5_TAF	Taxation Fundamentals	5	S1	20	Coursework and Exam
BAF_5_AMA	Advanced Management Accounting	5	S1	20	Coursework and Exam
BAF_5_ESA	Employability Skills for Accountants	5	S1	20	Coursework
BAF_5_BLA	Business and Company Law	5	S2	20	Coursework and Exam
BAF_5_FAA	Financial Accounting and Analysis	5	S2	20	Coursework and Exam
BAF_5_FOF	Fundamentals of Finance	5	S2	20	Coursework and Exam
BAF_5_AFP	Accounting and Finance Placement				Coursework
BAF_6_AFT	Accounting and Finance Theories and Issues	6	S1	20	Coursework
BAF_6_MFI	Managerial Finance	6	S1	20	Coursework and Exam
BAF_6_FRE	Financial Reporting	6	S1	20	Coursework and Exam
BAF_6_AAS	Audit and Assurance	6	S2	20	Coursework and Exam
<b>Option modules</b>					
BAF_6_APT	Advanced Personal Taxation	6	S2	20	Coursework and Exam
BAF_6_CFR	Corporate Finance and Risk Management	6	S2	20	Coursework and Exam
BAF_6_ACR	Advanced Corporate Reporting	6	S2	20	Coursework and Exam
BAF_6_EST	Enterprise Strategy	6	S2	20	Coursework
BAF_6_PFI	Personal Finance	6	S2	20	Coursework

### **I. Timetable information**

This course is delivered over three days per week but this may be subject to change, if change is needed to enhance your experience.

Outside of the standard delivery you are expected to engage in extracurricular activities, work placements and private study.

You can expect to receive a confirmed timetable during Welcome Week and you will be kept informed of any changes.



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

### **Course related costs**

All of your course notes and learning materials are provided to you via our VLE, however you will be expected to purchase the core texts for each module and to supply your own stationery.

The university does have IT resources in the library (PCs & laptops) which you can use, however it would be beneficial to you if you had your own lap top device which you can use both in the classroom and for private study.

If you spend time away from the University on a placement or on an internship, then the cost of travel and suitable business attire is not included within your tuition fees.

### **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

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- Appendix B: Educational Framework (undergraduate courses)
- 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.

Modules			Course outcomes																					
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
4	Concepts of Management	BBS_4_COM							TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
4	Principles of Marketing	BBM_4_PRM							TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
4	Financial Accounting Fundamentals	BAF_4_FAF	TDA	TDA				TDA		TDA		TDA	TDA				TDA			D	D	TDA		
4	People and Organisations	BBM_4_PEO	TA	D		TDA	TD	TD	TDA	TDA	DA	TDA	TDA	TD	DA	DA	DA	TDA	TDA	DA	D	TDA	D	TDA
4	Business Economics	BBS_4_ECO							D	D	TD		TA	TDA	D	D	TDA	D		D	TDA			TDA
4	Management Accounting	BAF_4_MAC	TA	TA	TA		T	TA	DA	DA	DA		TA	TA	DA	DA	TDA	D	D	D	TA	D	DA	TDA
5	Taxation Fundamentals	BAF_5_TAF		TDA		TDA			DA	TDA		DA	TDA	TDA		DA	DA	D	D	DA	TDA			DA
5	Advanced Management Accounting	BAF_5_AMA	TDA	TDA	TDA		TD	TDA	DA	DA	DA		D	TDA	DA	DA	DA	D	DA	D	TDA	DA		D
5	Employability Skills for Accountants	BAF_5_ESA		TDA				TDA					TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
5	Business and Company Law	BAF_5_BLA				TDA			TDA	TDA	DA	TDA			DA	DA	TDA	D	D	DA				DA
5	Financial Accounting and Analysis	BAF_5_FAA	D	TDA				TDA	TDA	TDA		TDA	TDA		D	D	TDA	D	D	DA	TDA			DA
5	Fundamentals of Finance	BAF_5_FOF	TDA	TDA	TDA		TDA	TDA	TDA	DA	D		D	TDA	DA	DA	DA	D	D	D	TDA	D	DA	TDA
	Accounting and Finance Placement																							
6	Accounting and Finance Theories and Issues	BAF_6_AFT		DA	DA	DA	TDA	DA	TDA	D	TDA	DA			TDA	TDA	TDA	D	D	D				DA
6	Managerial Finance	BAF_6_MFI	TDA	TDA	TDA		TDA	TDA	DA	DA	TDA		D	TDA	DA	DA	DA	D	D	D	TDA	D		TDA
6	Financial Reporting	BAF_6_FRE	D	TDA			TDA	TDA	TDA	TDA		TDA	TDA		DA	DA	DA	D	D	DA	DA		D	DA
6	Audit and Assurance	BAF_6_AAS		TDA		TDA			DA	DA		DA			DA	DA	DA	D	D	DA			TDA	DA
6	Advanced Personal Taxation	BAF_6_APT		TDA		DA				DA		DA			DA	DA	DA	D	D	DA	DA	D		DA
6	Corporate Finance and Risk Management	BAF_6_CFR	TDA	TDA	TDA	TA	TDA	TDA	DA	DA	TDA	D		TDA	DA	DA	DA	D	D	D	TDA	D		DA
6	Advanced Corporate Reporting	BAF_6_ACR		TDA			TDA	TDA	TDA	TDA	DA	TDA	TDA		DA	DA	DA	D	D	DA	DA			DA
6	Enterprise Strategy	BAF_6_EST	TDA	TDA	TDA		TDA	TDA	DA	DA	D	D		TDA	DA	DA	DA	D	D	D	TDA	D	D	DA
6	Personal Finance	BAF_6_PFI	TDA	TDA	TDA	TA	TDA	TDA	DA	DA	D	D	D	TDA	DA	DA	DA	D	D	D	TDA	D		DA

## **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.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
<p>Curricula informed by employer and industry need</p>	<p><u>Outcomes focus and professional/employer links</u>            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>This course is accredited by four Professional Bodies (ACCA, CIMA, ICAEW and IFA).</p> <p>Upon completion of the course students can claim the following exemptions:</p> <ul style="list-style-type: none"> <li>• Full Exemption from IFA papers</li> <li>• Papers F1 to F9 from the ACCA</li> <li>• The first 10 papers of CIMA</li> <li>• Up to 7 papers from ICAEW.</li> </ul> <p>The professional body requirements inform the course content and design.</p> <p>This accreditation provides affirmation that students completing the course develop the correct level of skills knowledge and attributes necessary for successful transition into the profession on graduation.</p> <p>We teach using an applied character based education model, developing the whole student via the practical application of knowledge and skills to live scenarios wherever possible.</p> <p>To support this aim we work as one networked community with our stakeholders to provide opportunity to students through guest lectures, employer panels and live case studies, this thread runs throughout the course and throughout each</p>

		module.
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 Concepts of Management module has a specific focus on learning support and has the Be coaching programme embedded within it.</p> <p>Financial Accounting Fundamentals and Economics I has a particular focus on analytical thinking.</p> <p>The Concepts of Management and People and Organisations module develops reflection.</p> <p>Academic writing is explored across all modules and The Principles of Marketing Module has a focus on critical reading.</p> <p>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>All Courses and each level has at least one element of group coursework. At Level 4 this is embedded within the Concepts of Management module and the People and Organisations module.</p> <p>Students are allocated groups for the Concepts of Management module to ensure diversification. During this module they complete a Belbin analysis of group skills so that they are reflecting on diversity of mind-set and skills in addition to ethnicity, gender and age.</p> <p>Values are explored in the Concepts of Management</p>

		module and we also discuss the benefits of alternative lenses and respecting boundaries, and work in partnerships and the setting up of a partnership agreement.
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>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>All course materials and resources, including course guides, PowerPoint presentations and handouts are provided in an accessible format and are available on Moodle.</p> <p>Four modules at Level 4 have lecture capture.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>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 formative assessment and feedback throughout delivery. Often feedback is face to face in the form of in-class feedback from tutors and peers.</p> <p>Students always have the opportunity to use the feedback to feed forward into the final summative assessment.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>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</p>	<p>Research skills start to be developed through coursework on Level 5 modules such as Advanced Management Accounting, Fundamentals of Finance and Financial Accounting Analysis.</p> <p>Students further develop critical analysis and research skills at Level 6 during Accounting and Finance Theories and Issues where the students are given a topic to</p>

	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, presentations and reports with peer review, should also be considered.	critically evaluate and are expected to use a multitude of professional and practical resources, but most importantly academic journals.
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 <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.	Students are exposed to authentic workplace learning experiences during the Employability Skills for Accountants modules where they have external professional guest speakers every week (Semester 1 of Level 5) and where they are given the opportunity to develop their Excel skills and learn about accountancy software such as Sage used by their future employers. Students in their final year also get the opportunity to use Bloomberg in their Finance modules to extract real time financial data and create investment portfolios. This skill can also be recognised by a short training that results in the student gaining the Bloomberg Market Certificate, valued by potential employers.  Students can also go on a placement year or summer internships to truly apply their skills.
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	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.

	<b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as 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, <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.	We deliver Applied Character Based education whereby students work on case study, live briefs from employers, they can go on placements and internships.
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.	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 number and cart format and Business communications more generally, throughout this degree.  Many of the modules are assessed via Presentation and pitching which are essential skills for the business professional.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>	Students have the opportunity to work in our Business Solutions Centre, an externally



	<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>facing consultancy, working on cross disciplinary projects with live customer briefs.</p> <p>In addition, they all have the opportunity to take up an internship or placement.</p> <p>All students have the opportunity to work in the curricular on live briefs supplied by employers.</p>
Assessment for learning	<p><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.</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>• Pecha Kucha</li> <li>• Essay</li> <li>• Report</li> <li>• Reflection</li> <li>• Spreadsheet</li> <li>• Diaries</li> <li>• Pitching</li> <li>• Posters</li> <li>• Examination</li> <li>• Test</li> </ul> <p>Most courseworks are built around case study and alternate 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>
Curricula informed by employer and industry need	<p><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</p>	<p>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, what they want to be and how they want to live</p>

	<p>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>their lives.</p> <p>At level 5 all students receive in curricular an Employability hour (12 x 1 hour), in which they receive guidance on the job market, CVs, building an effective online and social media profile, performing at interviews, elevator pitching to industries, professionals, entrepreneurs, developing networking skills, and how to excel in assessment centres. This is supported by industry and professional body guest lectures and alumni.</p> <p>We run a series of extracurricular events and workshops to support and run our annual employability day which all students can engage in, culminating in an alumni networking session.</p> <p>At level 6 we have a Leadership club to support self-selecting students to network at a higher level and to provide further 'leadership' development and we help them develop their ability to narrate their own journey.</p> <p>We are to pilot an alumni mentoring programme in 18/19.</p>
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation 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 <b>professionalism, integrity</b> and <b>creativity</b>.</p>	<p>In the BA (Hons) Accounting and Finance degree, students are not required to do a dissertation.</p>

## Appendix D: Terminology

<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

<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

<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

