

**PROGRAMME SPECIFICATION**

**BUSINESS  
First Year Degree in Accounting  
and Finance**

**FHEQ 4**

Version	Current Version	1.16	June 2019
	Prior Version/s	1.15	August 2018

**PATHWAY/s**

<b>Pathway Type</b>	<b>Undergraduate</b>		
<b>Pathway Areas</b>	<b>Business - Accounting and Finance</b>		
Pathways/s	Accounting; Accounting (Sandwich)	Accounting and Finance; Accounting and Finance (Sandwich)	Finance; Finance (Sandwich)
University SITS Code/s			
College MAZE Code/s	U6AF	U6AF	U6AF
Pathway Provision	College: FHEQ Level/s		4
	University: FHEQ Level/s		5, and 6
Awarding University	University of Hertfordshire		
Awards by Pathway	Degree awards		FHEQ Award Level
	BA (Honours) Accounting		6
	BA (Honours) Accounting and Finance		6
	BA (Honours) Finance		6
	BA (Honours) Accounting (Sandwich), after successful placement		6
	BA (Honours) Accounting and Finance (Sandwich), after successful placement		6
	BA (Honours) Finance (Sandwich), after successful placement		6
Subject Benchmark Statements	QAA: Accounting 1447 02/16; General Business and Management 1089 02/15; Economics 1270 07/15; MSOR 1030 05/15		
College Status	Associate College		
College Location	College Lane Campus, Hatfield (part of University estates provision)		
University Location	De Havilland Campus, Hatfield		
University Faculty	Business School		
University School/s	Business		
Rationale	<p>The partnership between the College and University of Hertfordshire facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues:</p> <ol style="list-style-type: none"> <li>1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.</li> <li>2. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.</li> <li>3. Facilitate access to a pathway leading to a University degree award.</li> <li>4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population.</li> <li>5. Widen access and participation in higher education in line with the University's internationalisation agenda.</li> <li>6. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle.</li> <li>7. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.</li> <li>8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission.</li> <li>9. Enhance the global reach of the University into previously untapped markets and market segments.</li> </ol>		

	<ol style="list-style-type: none"> <li>10. Add resource, human and financial, to the University's marketing process.</li> <li>11. Facilitate access to a global recruitment process.</li> <li>12. Assist in the diversification of the student body.</li> <li>13. Make available the benefits derived from access to Navitas' global reach and corporate marketing arm.</li> </ol>
Educational Aims	<p>The programme, First Year Degree in Accounting and Finance, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, and the nominated outcomes desired by the University of Hertfordshire Business School, to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the Business School at FHEQ Level 5 of the prescribed undergraduate degree schemes.</li> <li>2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the business sector at both a national and international level.</li> <li>3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into FHEQ Level 5 of the prescribed degree schemes.</li> <li>4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making and problem-solving.</li> <li>5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.</li> <li>6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 40% in the ACL accredited/Navitas English module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent.</li> </ol>

## PROGRAMME

Title	First Year Degree in Accounting and Finance	
FHEQ	4	
Credit Points	120	
Duration of Study	Two (2) semesters	
Weeks of Study	Twenty Four (24) weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	1,200	
Contact Hours	336	
Self-directed Study Hours	864	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Intended Learning Outcomes	<p><b>Generic:</b> All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time management, professional communication, technological and numerical understanding and competency. The Generic LOs for the programme are tabled below:</p>	
	Key knowledge will be demonstrated by:	Key skills will be demonstrated by the ability to:
	Personal organisation and time management skills to achieve research goals and maintain solid performance levels.	Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.

	Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.	Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.	
	Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.	Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.	
	Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.	Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.	
	Understanding of the rules applying to plagiarism and collusion.	Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.	
	Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.	Meet and succeed in each of the varied assessments presented.	
<p><u>Specific:</u> Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG). Specific LOs for the majority of modules are blended from the relevant and current University Module Outlines at FHEQ Level 4 to ensure parity see Appendix 4 in this document.</p> <p><u>Intended:</u> Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:</p>			
A	<b>Knowledge and Understanding</b>		
	Knowledge and understanding of:	Teaching/learning methods and strategies	Assessment
	<b>A1</b> Analyse processes, procedures and practices of effective business management; <b>A2</b> Interpret business information and evaluate its potential to facilitate informed decision-making; <b>A3</b> Research the complexity of the local, national and international external environments in which organisations operate; <b>A4</b> Review ethical considerations in the management of business and organisations; <b>A5</b> Examine key practices and underlying theory relevant to accounting and finance.	Acquisition of knowledge and understanding learning outcomes is achieved through a combination of lectures, group seminars, one-to-one tutorials, IT workshops and project work.  Throughout, the students are encouraged to undertake independent reading to supplement and consolidate their learning, and broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through coursework assignments and exams. Coursework may include time-constrained assessments, in class tests, presentations (individual and group), group work, case studies and written reports or essays.  Assessment, which is both formative and summative, individual and group based spans many forms, e.g. essay assignments, project reports, portfolios, exhibitions and presentations.
B	<b>Intellectual Skills</b>		
	Intellectual skills - able to:	Teaching/learning methods and strategies	Assessment
	<b>B1</b> Structure and communicate ideas and arguments effectively in writing; <b>B2</b> Research information and reference source materials consistently and accurately using the Harvard Referencing System; <b>B3</b> Solve business problems and make business decisions using appropriate information and techniques.	Cognitive/intellectual skills are developed throughout the taught curriculum, in lectures, in related directed learning, and practiced through in-class exercises (individual and small group tasks) set during seminars, tutorials and workshops.  Students are taught research and study skills as part of their curriculum, enhancing their abilities as independent thinkers and equipping them for the higher level learning required as they progress.	Intellectual skills are assessed through formative activities in tutorials, and summative coursework throughout. In-class tests and exams are also used to assess intellectual skills. These are clearly identified within the appropriate DMDs.

	C	Practical Skills	
		Practical skills - able to:	Teaching/learning methods and strategies
	<p><b>C1</b> plan and manage independent study</p> <p><b>C2</b> demonstrate familiarity, facility and a high degree of competence in the preparation of a variety of financial statements</p> <p><b>C3</b> make appropriate use of learning resources,</p> <p><b>C4</b> understand and use the language of accountancy and finance</p> <p><b>C5</b> work effectively in a team.</p> <p><b>C6</b> use and apply appropriate quantitative techniques</p>	Practical skills are developed through all taught modules.	Practical skills are assessed through formative work in tutorials and summative coursework and exams. This includes debates, oral presentations and written work (both individual and group).
	Transferable Skills		
	Transferable skills – able to:	Teaching/learning methods and strategies	Assessment
<p><b>D1</b> communicate arguments, ideas and information effectively in writing and orally to specialist and none specialist audiences</p> <p><b>D2</b> critically analyse problems arising in both academic and practical contexts and draw reasoned conclusions from a given, or individually researched, set of data</p> <p><b>D3</b> reflect on their own learning and management styles and understand the importance of setting and pursuing personal learning and development goals</p> <p><b>D4</b> synthesise ideas from a range of contexts and present this information in a clear and coherent way</p> <p><b>D5</b> undertake research using appropriate qualitative and quantitative tools to evaluate options and to construct and justify arguments and proposals</p>	<p>Transferable skills are developed through all modules by teaching and learning methods.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. This encourages them to take responsibility for continuing to develop their own knowledge and skills.</p>	Transferable skills are assessed through coursework, oral presentations/debates, seminars, group based work and the applied project and. In-class tests and exams are also used to assess intellectual skills.	
Assessment Regulations	<p><u>Summary:</u> The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9. Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD), either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject(s) under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.</p> <p>Each module has an associated textbook, as prescribed by the University’s Module Outlines, and a specifically developed Module Guide (MG) or Introductory Module Guide (IMG) which includes the</p>		

types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor(s), referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessments are designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and oral assessments are built into all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rationale. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the weightings applied to any given module. Successful completion of a module is based on attaining the required overall pass grade prescribed. The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

A and A\*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B\* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the

	<p>student's application and result can be commended.</p> <p>C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.</p> <p>D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.</p> <p>F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.</p> <p><u>Generic marking criteria:</u></p> <p>Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted.</p> <p>Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data.</p> <p>Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion.</p> <p>Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.</p> <p>Illegible material will not be given due credit, specified as a percentage of the marking criteria.</p> <p>Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer.</p> <p>Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.</p>
Moderation	Summary: 10% sample of all assessment components by a subject specialist. External Examiner where necessary.
Progression Criteria	Summary: minimum pass mark of 40% achieved for all modules.
Failure to Progress	Summary: a student may not fail a module on more than two (2) occasion, failure of the module once requires that a student re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated Documentation	All University prescribed modules form the basis of the curriculum; see Appendix 3 for the conversion of nomenclature – for the purpose of clarity, the University modules will be referred to under College module coding guidelines. See Appendix 4, for University Module Outlines.
	Definitive Module Documents (DMDs) as follows: DMD/ILSBUS; DMD/BUS200; DMD/BUS205; DMD/BUS206; DMD/BUS207; DMD/BUS208; DMD/BUS219; DMD/BUS216
	Module Guides (MGs) or Introductory Module Guides (IMGs) as follows: MGs as available and IMGs drawn up each semester
	Associated teaching aids for a module as required
	Associated Student Handbook
	College Policies and Regulations (CPRs)
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated HIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Hertfordshire's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.
E-learning	College Portal; College Moodle; UH StudyNet; Library
Library	College Lane Campus

Programme Framework	<b>First Year Degree in Accounting and Finance</b>						
	<b>Core Modules</b>			<b>Credit Points</b>	<b>Pass Mark %</b>	<b>Exam %</b>	<b>Coursework %</b>
	<b>Contact hrs/week</b>	<b>College Module Code</b>	<b>Module Name</b>				
	<b>Semester 1</b>						
	4	ILSBUS	ILSC for the Business Professional	15	40	40	60
	4	BUS208	Economics 1	15	40	60	40
	4	BUS206	Accounting & Finance 1	15	40	60	40
	4	BUS216	Business Operations	15	40	60	40
	<b>Semester 2</b>						
	4	BUS200	The Business Professional	15	40	-	100
	4	BUS205	Quantitative Methods	15	40	60	40
	4	BUS207	Accounting and Finance 2	15	40	60	40
	4	BUS219	Ethics, Governance and Law	15	40	60	40
	<b>Undergraduate Stage 2 : Accounting and Finance</b>			<b>120 credit points</b>			
Management	<p>The First Year Degree in Accounting and Finance programme is delivered by HIC on the College Lane Campus of University of Hertfordshire. This scenario seeks to provide the necessary resources to ensure that all students enrolled with HIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience. The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office. The general operational management of the programme lies with HIC's academic services which assume overall responsibility for the administrative and implementation functions. The HIC Manager of Academic Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring. HIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student. The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the HIC Manager of Learning and Teaching or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the Business School and associated appropriate Programme Directors/Leaders and/or Link Tutor. The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the HIC First Year Degree in Accounting and Finance.</p>						
Monitoring and Review	<p>Formal review of the First Year Degree in Accounting and Finance programme, takes place as an annual review in March/April between HIC, the Quality and Standards Office Navitas UK and representation from the Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by the appropriate Deputy Vice Chancellor, University of Hertfordshire. Progression is determined via the HIC Board of Examiners. For details of this review and quality management of this and all HIC programmes, see, CPR QS9. Reviews take place on a regular basis via interface between students, academic services and the teaching staff using student surveys (including i-graduate), teaching observation and module surveys.</p>						
Entry Requirements	<p>One or more GCE A Levels with a minimum of 48 UCAS points (new UCAS points system 2016 onwards); or international equivalent (see CPR QS3). Language ability to the level of CEFR B2 is required, e.g. IELTS 5.5 (with no less than 5.5 in each band). Students entering the 'Business-Accounting' streams are required to have GCSE Maths grade C or equivalent.</p>						
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.						
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.						
Appendix 3	Module conversion codes and descriptors and module mapping by pathway.						
Appendix 4	University Module Outlines for cross-check and parity.						
Appendix 5	College DMDs.						

## Appendix 1

### Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Accounting and Finance		Programme Learning Outcomes (as identified in below)																				
		Knowledge & Understanding					Intellectual Skills				Practical Skills						Transferable Skills					
Module Title	Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
Level 4	Accounting & Finance 1	BUS206	X	X		X	X	X	X	X		X	X	X	X		X	X	X		X	
	Accounting & Finance 2	BUS207	X	X		X	X	X	X	X		X	X	X	X		X	X	X		X	
	The Business Professional	BUS200	X	X	X	X		X	X		X		X	X	X	X	X	X	X	X	X	X
	Interactive Learning Skills & Communications	ILSBUS						X	X			X		X	X	X	X	X	X	X	X	X
	Business Operations	BUS216	X					X	X			X		X	X			X		X	X	X
	Quantitative Methods	BUS205		X						X	X	X		X	X		X	X	X		X	
	Ethics, Governance and Law	BUS219	X		X	X		X	X	X		X		X	X			X			X	
	Economics 1	BUS208		X	X			X	X	X		X		X			X	X			X	

### Key to Programme Learning Outcomes

#### Knowledge and Understanding e.g.

- A1. Analyse processes, procedures and practices of effective business management;
- A2. Interpret business information and evaluate its potential to facilitate informed decision-making
- A3. Research the complexity of the local, national and international external environments in which organisations operate;
- A4. Review ethical considerations in the management of business and organisations;
- A5. Examine key practices and underlying theory relevant to accounting and finance

#### Practical Skills

- C1. Plan and manage independent study
- C2. Demonstrate familiarity, facility and a high degree of competence in the preparation of a variety of financial statements
- C3. Making appropriate use of learning resources
- C4. Understand and use the language of accountancy and finance
- C5. Work effectively in a team
- C6. Use and apply appropriate quantitative techniques



**Intellectual Skills e.g.**

- B1. Structure and communicate ideas and arguments effectively in writing
- B2. Research information and reference source materials consistently and accurately using the Harvard Referencing System
- B3. Solve business problems and make business decisions using appropriate information and techniques

**Transferable Skills**

- D1. Communication arguments, ideas and information effectively in writing and orally to specialist and non-specialist audiences.
- D2. Critically analyse problems arising in both academic and practical contexts and draw conclusions from a given, or individually researched set of data.
- D3. Reflect on their own learning and management styles and understand the importance of setting and pursuing personal learning and development goals
- D4. Synthesise ideas from a range of contexts and present this information in a clear and coherent way
- D5. Undertake research using appropriate qualitative and quantitative tools to evaluate options and to construct and justify arguments and proposals

## Appendix 2

### Teaching Rotations:

#### Semester 1

Week	Total Hours									
	ILSBUS		BUS208		BUS206		BUS216		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Communication for the Business Professional		Economics 1		Accounting and Finance 1		Business Operations			
Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
<b>Total hours / module</b>	42	108	42	108	42	108	42	108	168	432
<b>Notional hours / module</b>	<b>150</b>		<b>150</b>		<b>150</b>		<b>150</b>		<b>600</b>	
<b>Credit Points</b>	<b>15</b>		<b>15</b>		<b>15</b>		<b>15</b>		<b>60</b>	

Semester 2

Week	Total Hours									
	BUS200		BUS205		BUS207		BUS219		Contact hours/week	Self-directed study hours/week
	The Business Professional		Quantitative Methods		Accounting and Finance 2		Ethics, Governance and Law			
Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	4	10	4	10	4	10	4	10	16	40
2	4	10	4	10	4	10	4	10	16	40
3	4	10	4	10	4	10	4	10	16	40
4	4	10	4	10	4	10	4	10	16	40
5	4	10	4	10	4	10	4	10	16	40
6	4	10	4	10	4	10	4	10	16	40
7	4	10	4	10	4	10	4	10	16	40
8	4	10	4	10	4	10	4	10	16	40
9	4	10	4	10	4	10	4	10	16	40
10	4	9	4	9	4	9	4	9	16	36
11		9		9		9		9		36
12	2		2		2		2		8	
Total hours / module	42	108	42	108	42	108	42	108	168	432
Notional hours / module	150		150		150		150		600	
Credit Points	15		15		15		15		60	

### Appendix 3

FHEQ Level 4 – Accounting and Finance – Module Conversion					
Core Modules		Credit Points	% Pass mark	% Examination	% Coursework
UH Module Code / Module Name	College Module Code /Module Name				
Blend of the following UH modules to ensure curriculum parity: <b>4BUS1061</b> The Business Professional <b>4BUS1045</b> Professional Development for Marketers <b>4BUS1102</b> The Accounting Professional <b>4BUS1021</b> Marketing Data Analysis <b>4BUS1106</b> The Economics Professional	<b>ILSBUS</b> Interactive Learning Skills and Communication for the Business Professional	15	40	40	60
Blend of the following UH modules to ensure curriculum parity: <b>4BUS1061</b> The Business Professional <b>4BUS1045</b> Professional Development for Marketers <b>4BUS1102</b> The Accounting Professional <b>4BUS1021</b> Marketing Data Analysis <b>4BUS1106</b> The Economics Professional <b>4BUS1013</b> Creativity, Technology and Innovation	<b>BUS200</b> The Business Professional	15	40	-	100
<b>4BUS1096</b> Accounting for Managers <b>4BUS1098</b> Accounting Principles <b>4BUS1043</b> Accounting for Business	<b>BUS206</b> Accounting and Finance 1	15	40	60	40
<b>4BUS1037</b> Economics for Business <b>4BUS1109</b> Economics for Accountants <b>4BUS1031</b> Introduction to Microeconomics <b>4BUS1116</b> Economics for the Tourism & Event Industry	<b>BUS208</b> Economics 1	15	40	60	40
<b>4BUS1101</b> Analytical Techniques for Accountants <b>4BUS1069</b> Quantitative Methods for Business <b>4BUS1107</b> Quantitative Techniques for Economics <b>4BUS1021</b> Marketing Data Analysis <b>4BUS1119</b> Data Analysis for Tourism & Event Management <b>4BUS1019</b> Methods and Systems for Business Decisions	<b>BUS205</b> Quantitative Methods	15	40	60	40
<b>4BUS1084</b> Ethics, Governance and Law	<b>BUS219</b> Ethics, Governance and Law	15	40	60	40
<b>4BUS1098</b> Accounting Principles	<b>BUS207</b> Accounting and Finance 2	15	40	60	40
<b>4BUS1100</b> Accounting in Society	<b>BUS216</b> Business Operations	15	40	60	40
<b>Stage 2/FHEQ4: Accounting and Finance Pathway</b>		<b>120 Credit Points per pathway</b>			

## **Appendix 4**

**University of Hertfordshire Module Outlines for cross check and parity:**