

**Programme Specification for Undergraduate Programme
Leading to:
BSc Accounting and Business Management
BSc Accounting and Business Management with Placement**



Applicable for all undergraduate students commencing FHEQ Level 4 on or after 1st September 2022

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	August 2022	Programme specification created for 2022-23	NPB

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences, Brunel Business School
4. Contributing college/department/division/ associated institution	<p>Brunel University London Pathway College (BPC) offers the following Validated Programme Element/s which enable progression on to this programme:</p> <ul style="list-style-type: none"> • Generic Level 0 Studies (for Gulf-sponsored students) • University Foundation Studies • First Year University Studies in Business and Management (Alternative FHEQ Level 4)
5. Programme accredited by	<p>ACCA- Accredited by the Association of Chartered Certified Accountants (ACCA) for the purpose of exemptions from some professional examinations.</p> <p>CIMA- Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route.</p> <p>CIPFA- Accredited by the Chartered Institute of Public Finance and Accountancy (CIPFA) for the purpose of exemption from some professional examinations.</p> <p>ICAEW- Accredited by the Institute of Chartered Accountants England and Wales (ICAEW) for the purpose of exemption from some professional examinations.</p> <p>CPA Australia- Accredited by the Certified Practising Accountant (CPA) for the purpose of exemption for most of the professional examinations.</p> <p>AIA – Accredited by the Association of International Accountants (AIA) for the purpose of exemption from some professional examinations.</p> <p>AACSB The Brunel Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB)</p>
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Accounting and Business Management (FHEQ Level 6) BSc (Hons) Accounting and Business Management with Placement (FHEQ Level 6)
7. Programme title	BSc Accounting and Business Management
8. Programme type (Single honours/joint)	Single Honours programme

9. Normal length of programme (in months) for each mode of study	<p>3 years FT; 4 years thick sandwich</p> <p>For students commencing their studies at BPC, the normal length stated above will vary as follows:</p> <p>Generic Level 0 Studies (for Gulf-sponsored students)</p> <ul style="list-style-type: none"> • Foundation Year September commencement (for progression to Level 4 in the following September): + 1 year • Foundation Year January commencement (for progression to Level 4 in September): + 9 months <p>University Foundation Studies</p> <ul style="list-style-type: none"> • Foundation Year September commencement (for progression to Level 4 in the following September): + 1 year • Foundation Year January commencement (for progression to Level 4 in September): + 9 months • Foundation Year May commencement (for progression to Level 4 in January): +7 months <p>First Year University Studies in Business and Management (Alternative FHEQ Level 4)</p> <ul style="list-style-type: none"> • FHEQ Level 4 September commencement (for progression to Level 5 in the following September): no change • FHEQ Level 4 January commencement (for progression to level 5 in September): -3 months
10. Maximum period of registration for each mode of study	Normal length of programme (as defined above in 9) + 3 years
11. Variation(s) to September start	<p>None for Standard Levels;</p> <p>See BPC Validated Programme Element Specifications for intakes for those programmes</p>
12. Modes of study	Standard
13. Modes of delivery	Full time; Thick sandwich
14. Intermediate awards and titles with FHEQ Level of Award	<p>Certificate of Higher Education in Business and Management (FHEQ Level 4)</p> <p>Diploma of Higher Education in Accounting and Business Management (FHEQ Level 5)</p> <p>Diploma of Higher Education in Accounting and Business Management with Placement (FHEQ Level 5)</p> <p>BSc (Ord) Accounting and Business Management(FHEQ Level 6)</p> <p>BSc (Ord) Accounting and Business Management with Placement (FHEQ Level 6)</p>
15. UCAS Code	NN14 (3 year); N2NL (4 year)
16. HECOS Code	100104
17. Route Code	N100UBUSACC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education QAA most recent Subject Benchmark Statements - Business and Management</p> <p>Brunel 2030</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p> <p>School staff's participation in formal and informal academic networks</p> <p>Staff teaching and research interests</p>
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>

	For admission via Brunel University London Pathway College, see the relevant Validated Programme Element Specification
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	Link to programme information on the College website

23. EDUCATIONAL AIMS OF THE PROGRAMME

This accounting programme aims to equip students with skills and knowledge needed to address complex problems in accounting and business management. Reflecting Brunel Business School's mission, it also intends develop students into creative, curious and pro-active leaders, who can take on real world challenges by applying critical thought in the accounting and finance discipline. Graduates of this programme will be able to enact socially responsible and sustainable business practices and become global citizens with a respect and understanding of diversity.

Specifically

- (i) To offer students a programme of accounting and business management studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
- (ii) To equip graduates with the broad background and the analytical and conceptual skills, knowledge and understanding of financial and management accounting, business administration and management processes required by professional managers to understand and address the problems of complex, fast-changing organisations;
- (iii) To help students develop transferable intellectual, vocational and interpersonal skills appropriate to careers in both accounting and financial management, including self-awareness and critical, but constructive attitudes towards innovation and change;
- (iv) To help students develop the capacity and the desire to engage in lifelong learning in whatever direction their careers may subsequently develop. The Accounting and Business Management programme gives students the choice to study technical accounting or management subjects. The programmes's flexibility facilitates the widest possible opportunity of continued postgraduate studies and professional accounting qualifications.
- (v) To help students explore and critically reflect on their development of personal, accounting and business skills during their placement (4 years thick sandwich).

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
4					
	K	Understand how to critically analyse and question sources and how to report and reflect upon them.			MG1054 MG1600 MG1011 MG1062
	K	Demonstrate an understanding of effective written communication.			MG1062 MG1054 MG1011

					MG1600
	K	Demonstrate a knowledge and comprehension of socially responsible, ethical and sustainable business and management practices.			MG1011 MG1051 MG1062 MG1054 MG1600 MG1016
	K	Demonstrate knowledge and understanding of basic accounting concepts and present financial information appropriate to the needs of various user groups.			MG1600
	C	Comprehend the structure, culture and practice of business and management			MG1016 MG1600 MG1062 MG1011 MG1051 MG1054
	S	Recognise the use of a variety of information and data sources relevant to business and management activities.			MG1011 MG1054 MG1062 MG1600 MG1016
5					
	K	Application and analysis of selected, specialist accounting topics.			MG2530 MG2112 MG2529
	K	Apply critical thinking and analytic skills to accounting topics			MG2112 MG2528 MG2529 MG2530 MG2602
	C	Analyse quantitative and qualitative data to reach appropriate, useful and convincing conclusions			MG2112 MG2603 MG2530 MG2602 MG2529
	C	Apply ethical principles to business practices			MG2603
	C	Apply and appraise selected accounting techniques for business planning, control and decision making			MG2529 MG2530 MG2603
	S	Employ concepts and convincing arguments in written reports			MG2528 MG2555
	S	Apply IT skills to manage the accounting processes of business organisations			MG2603 MG2555
6					
	K	Evaluate market economies and the forces that shape the operating environments of organisations;			MG3077 MG3117 MG3047
	K	Evaluate the theoretical and practical characteristics of organisations including their structures, cultures and major administrative processes			MG3117 MG3600
	K	Evaluate the various theories and managerial tasks and roles in the major functional areas of management and accounting			MG3077 MG3117 MG3047 MG3113 MG3609

K	Analyse and critically evaluate selected, specialist accounting topics.			MG3077 MG3117 MG3600 MG3009 MG3027 MG3113 MG3609
C	Use a synthesis of quantitative and qualitative methods and data analysis to address real business world issues and/or challenges			MG3077 MG3117 MG3600 MG3027 MG3609
C	Use critical thinking and synthesis skills to investigate a business phenomenon and report efficiently and effectively on the findings.			MG3117
S	Communicate complex, concepts and convincing arguments in formal presentations and in written reports			MG3117 MG3027 MG3609
S	Independently evaluate real world business cases/situations by synthesising appropriate theories to suggest creative and ethical solutions.			MG3117 MG3600 MG3027
S	Use a variety of data sources relevant to business and management activities (including library and electronic information facilities) and apply task-oriented (project management) skills to the conduct of the Final Year Project			MG3117 MG3600

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

With regards to “Knowledge and Understanding”:

The relevant QAA subject benchmark statements inform our teaching and learning strategies. We offer a structured curriculum that (i) stresses the importance of personal initiative, enthusiasm and positive study habits (ii) emphasises the value of developing knowledge and skills progressively from one level of study to the next, and (iii) encourages personal learning and development through managed choice, and flexibility via core modules in key areas combined with options modules at FHEQ Level 6 that allow students to personalise their studies.

Modules typically combine weekly lectures and small group seminars, whilst some provide workshops and/or a tutorial component. Some modules make use of two hour participatory lecture sessions, in which learning is facilitated through an appropriate range and mix of learning opportunities that include lecture, group work, individual work, case study and break-out format. Large class sizes in core modules require modern, audio-visual teaching aids and electronic delivery of teaching materials. Thus, students learn quickly how to access on-line materials provided and how to make the best use of databases and search engines.

Seminars provide small-group contact with the chance to review, discuss and debate topics. They frequently require students to make informal presentations to the peer group and the tutor, individually or as part of a team.

Visiting speakers, video materials and other devices balance theory and practice in the quest for a stimulating learning environment.

Blackboard Learn will be utilised extensively to deliver materials and communicate with students, and to facilitate discussion and collaboration among students. Blackboard Learn will be the medium through which students will be kept informed of their progression; it will also be pivotal in achieving additional programme aims with respect to assessment (integrity, security, transparency, etc.) and, monitoring and review

With regards to “Cognitive (Thinking) Skills”:

Cognitive skills are generally co-developed with subject-specific knowledge and the same learning and teaching strategies apply. Some modules at each Level address analytical and critical thinking skills in particular, whilst others cover the acquisition and application of qualitative and quantitative data.

From one study level to another we expect students to demonstrate an increasing ability to understand, analyse, critique, compare, evaluate, synthesise and apply ideas, concepts and theories (not merely to reiterate facts), and to show evidence of learning via critical, questioning reflection on outcomes and experience. We encourage critical interaction and debate between lecturers and students and among students.

Similarly, we place increasing emphasis on the demonstration of cognitive skills in presentations and written work. These skills come together in the conception and execution of the research-oriented FHEQ Level 6 Project.

With regards to “Other Skills and Attributes (Practical/Professional/Transferable)”:

Learners are assisted in managing and taking responsibility for their learning by ensuring that the support that they are given is responsive to their changing needs and abilities as they progress through their studies. Support is provided in the early stages of learning (at FHEQ level 4) in order to provide guidance and support that will be the foundation for less teacher-led and more student-directed learning during later stages. This early support will take the form of more small-group classroom-led work at FHEQ level 4 than at FHEQ level 6, an effective induction programme (at the beginning of the autumn term of FHEQ level 4) and FHEQ level 4 coursework targeted specifically at helping learners to adapt to the demands of degree-level study.

At FHEQ Levels 4, 5 and 6 various modules cover inter alia methods of data collection and research relevant to business. Some work is required to be presented on disk, to ensure relevant computer literacy. Some modules at all three levels require teamwork, including group presentations, where interpersonal skills are refined.

The work placement year is a major opportunity for students to learn to work effectively as part of a team whose members may have diverse backgrounds, technical awareness and expertise, seniority and aspirations, to demonstrate and refine their IT skills and their ability to perform both routine and one-off (project) tasks and responsibilities.

The final year Project also requires a major enhancement in individuals' task-oriented, project management skills, typically involving the collection and analysis of primary and/or secondary research via contacts outside the University.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

With regards to “Knowledge and Understanding”:

Forms of assessment are geared to evaluate individual capabilities in relation to each module's aims and content. Knowledge assessments comprise formal examinations, written coursework assignments such as individual essays, reports and case study analyses, multiple-choice questionnaires and other tests, group reports, presentations and the final year Project.

Coursework, remains vital for students to receive feedback that helps them understand and apply concepts and theories appropriately and critically. Modules contain an examination component, unless assessment solely by coursework is justified by module aims and content. Where we suspect plagiarism, we will follow University policies strictly, using oral examinations and software search programmes to establish the provenance of doubtful work.

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by the External Examiners.

With regards to “Cognitive (Thinking) Skills”:

From one level to the next assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework and examination assignments place considerable emphasis on individuals' ability to think and reason critically, but constructively. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills.

The final year Project is the capstone demonstration of these various skills, requiring students to conceive, justify, design in detail and execute a major academic project, which for the most able students results in work of a standard which might warrant submission to practitioner and academic business and management journals.

With regards to “Other Skills and Attributes (Practical/Professional/Transferable)”:

At every Level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of

written and spoken English is vital for work placements and for graduate employment. In order to encourage time management Skills students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can play a significant part in team activities and is encouraged.

Work placement learning is assessed through a graded report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Year

Foundation Year structures are specified in the relevant Validated Programme Element Specifications. These documents also specify the progression requirements to FHEQ Level 4.

FHEQ Level 4

Compulsory assessment block codes, titles and credit

Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume

Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>All blocks are 20 credits</p> <p>MG1011 Introduction to Management Enquiry</p> <p>MG1016 Managing Information with Technology</p> <p>MG1051 Organisational Behaviour and Analysis</p> <p>MG1600 Introduction to Accounting & Financial Management (core: Block)</p> <p>MG1054 International Business Environment</p> <p>MG1062 Principles and Practice of Marketing</p>	

An alternative FHEQ Level 4 structure for international students is specified in document "Validated Programme Element Specification for BPC First Year University Studies in Business and Management". This document also specifies the admission and progression requirements.

FHEQ Level 4 Progression and Award Requirements

As per [Senate Regulation 2](#)

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
<p>Compulsory study block codes, titles and credit volume</p> <p>MG2554 Preparation for Placement and Graduate Career (0 credits)</p>	<p>Optional Study block codes, titles and credit volume</p>
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>All blocks are 20 credits</p> <p>MG2112 Principles and Practices of Financial Accounting</p> <p>MG2528 Introduction to Business Law</p> <p>MG2529 Management Accounting – Decision Making</p> <p>MG2530 Management Accounting – Planning and Control</p> <p>MG2554 Preparing for Placement and a Graduate Career</p> <p>MG2602 Quantitative Methods in Business and Management</p> <p>MG2603 Accounting Information Systems</p>	

FHEQ Level 5 Progression and Award Requirements

As per [Senate Regulation 2](#)

FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits This block is a requirement only for 'with Placement' awards. MG2555 Work Placement (120) Core: Block	Optional modular block codes, titles and credits
FHEQ Level 5 Placement Progression and Award Requirements As per Senate Regulation 2 For BSc Accounting and Business Management With Placement MG2555 will contribute 1/3 of the FHEQ Level 5 profile and 11% of the overall degree calculation.	

FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All blocks are 20 credits unless otherwise specified MG3077 Strategic Financial Management MG3117 Issues and Controversies in Accounting (40 credits) Core: Block MG3600 Auditing and Assurance (not Core Block)	Optional modular block codes, titles and credits All blocks are 20 credits 40 credits from: MG3009 Entrepreneurship and Small Business Ventures MG3027 Taxation MG3047 Strategic Management MG3113 Business Ethics, Environmental Sustainability and Governance MG3609 Corporate Reporting
FHEQ Level 6 Progression and Award Requirements As per Senate Regulation 2 For BSc Accounting and Business Management with Placement, MG2555 will contribute 11% of the overall degree weighting.	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs,