

**Programme Specification for Undergraduate Programme
Leading to:
BSc Economics and Accounting
BSc Economics and Accounting with Professional Development**



*Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2020*

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	November 2020	Programme specification for 2020/21	BJR

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 / Dept. of Economics and Finance/ Division of Economics
4. Contributing college/department/division/ associated institution	College of Business, Arts and Social Sciences / Business School LBIC for Alternative Foundation Year and FHEQ Level 4
5. Programme accredited by	Accredited by the Association of Chartered Certified Accountants (ACCA) for the purpose of exemptions from some professional examinations. Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route.
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Economics and Accounting (FHEQ Level 6) BSc (Hons) Economics and Accounting with Professional Development (FHEQ Level 6)
7. Programme title	BSc Economics and Accounting
8. Programme type (Single honours/joint)	Single honours
9. Normal length of programme (in months) for each mode of study	3 years (FT)/4 years (Thick sandwich) Where students commence their programme in an Alternative Level in LBIC, the normal length stated above will vary as follows: Foundation Year September commencement: + 1 year Foundation Year January commencement: + 9 months Foundation Year May commencement: + 5 months FHEQ Level 4 September commencement: no change FHEQ Level 4 January commencement: -3 months
10. Maximum period of registration for each mode of study	6 years (FT)/7 years (Thick sandwich)
11. Variation(s) to September start	None for standard levels See document “Validated Programme Element Specifications for LBIC First year University Studies in Economics and Finance”, Document “Validated Programme Element Specifications for LBIC Foundation University Studies” and document “Validated Programme Element Specification for LBIC Gulf-Sponsored Generic Foundation Year Studies” for Alternative Level entry points
12. Modes of study	Standard
13. Modes of delivery	Full-time/Thick Sandwich
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in Economics and Accounting (FHEQ Level 4)

	<p>Diploma of Higher Education in Economics and Accounting (FHEQ Level 5)</p> <p>Diploma of Higher Education in Economics and Accounting with Professional Development (FHEQ Level 5)</p> <p>BSc (Ord) Economics and Accounting (FHEQ Level 6)</p> <p>BSc (Ord) Economics and Accounting with Professional Development (FHEQ Level 6)</p>
15. UCAS Code	LN14 for the 3 year full time and NL41 with professional development
16. HECoS Code	100105
17. Route Code	L100UECONACT
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards.</p> <p>Most Recent QAA Subject Benchmark Statement- Economics; and Accounting</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>
19. Admission Requirements	<p>All current entry requirements are outlines on website: http://www.brunel.ac.uk/courses/undergraduate/economics-and-accounting-bsc</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>
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.	None
22. Further information about the programme is available from the College website.	<p>Link to programme information on the College website: http://www.brunel.ac.uk/courses/undergraduate/economics-and-accounting-bsc</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

To provide a high quality education in the discipline of Finance and Accounting.

To produce high quality graduates with the theoretical and practical grounding necessary to evaluate decision-making in finance and accounting.

To provide a principles of economics and the ability to appreciate their application to a range of problems and their relevance in a variety contexts.

To develop in students the ability to apply the knowledge and skills they have acquired to the solution of theoretical and applied problems in economics.

To provide graduates with the theoretical and practical grounding necessary to understand and be able to use the current main and alternative technical language to describe practices of accounting and to apply them in simple structured situations from given data generated for the purpose.

To provide modules that draw on the leading-edge research of academic staff.

To produce graduates with a range of technical expertise including quantitative and computing skills. Particular emphasis is placed on the application of theoretical principles.

To enable students, through a Work Placement, to develop skills and knowledge relevant to work and employment (4-year Thick Sandwich mode).

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	record and summarise transactions and prepare financial statement			EC1040
		both theory-based and model-based understanding of a coherent core of economic principles			EC1010 EC1020 EC1030
		be able to use a range of appropriate tools for analysis to tackle issues and problems of economic policy			AF1602 EC1601 EC1030 EC1010
		Demonstrate the understanding of the operation and function of UK financial system, and finance and accounting			EC1030 EC1040
	C	present numerical and analytical skills to manipulate economic and accounting data			EC1040 EC1010 AF1602 EC1601
		demonstrate understanding of the analytical methods in microeconomics and macroeconomics			EC1010 EC1020
		demonstrate an awareness of the selection of the appropriate techniques to solve numerical problems in finance and economics			EC1030 EC1020 EC1010
	S	use enhanced transferable skills, including writing and numerical skills and graphical representational skills			EC1010 EC1020 EC1601
5					
	K	the main and alternative current main technical and practices of accounting			EC2003 EC2001
		some of the contexts in which accounting can be seen as operating to apply microeconomics and macroeconomics theories			EC2004
		relevant quantitative methods and computing techniques			EC2001 EC2002
					EC2004 EC2003 AF2601
	C	analyse and evaluate the economic performance from financial statements			EC2003 EC2001
		appreciate and distinguish between alternative and competing theoretical approaches to economics, and analyse data with suitable software			EC2001 EC2002 EC2004 EC2605 AF2604
		legal evaluation of related business issues with the application of the knowledge of the major business laws			EC2004
	S	adapt to an employment environment and meet organisational expectations (Thick Sandwich)			EC2555

6					
	K	the range and appropriate use of research methodologies in economics and accounting			AF3608 EC3000 AF3607 EC3604 AF3609 EC3066
		the appropriate theory and the latest empirical findings in the literature relating to an advanced research topic			EC3000 AF3607 AF3608 EC3601
	C	analyse, reflect upon and critically evaluate empirical findings and academic literature			EC3000 AF3607 AF3608 AF3604 AF3602 EC3066 AF????
		present, analyse and evaluate economics and accounting data			EC3000 AF3607 AF3608 AF3609
	S	plan, manage and execute both time and resources for project development			EC3000 AF3607
		Independent identify and critically evaluate relevant academic literature in an advance research area			EC3000 AF3607 EC3604 EC3066 AF3609

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

The skills and attributes at FHEQ level 4 and 5 are acquired through a mixture of lectures, seminars, workshops and practical sessions as appropriate. Writing of an extensive and comprehensive dissertation in FHEQ Level 6 enables student to develop skills such as to independently identify and critically evaluate relevant academic literature in an advanced research area.

Students also have exposure to the application of such techniques on actual economics, finance or accounting data with suitable statistical or econometrics software. They also have some knowledge of and an ability to select and apply appropriate methods needed to structure and analyse such data.

Students develop skills in the use of communication and information technology in preparing, extracting, analysing and communicating information (these include the preparation of financial statements, use of spreadsheets, word, process data with relevant software, standard statistical packages, electronic financial databases).

Cognitive skills are developed concurrently with knowledge and understanding, through teaching and learning programme outline above. As students progress through the latter half of the programme, they are given greater freedom to direct their own study area with guidance.

For the four-year Thick Sandwich mode of study, adapt to an employment environment, meet organisational expectations are achieved through work placement learning. Furthermore, experiencing of working in groups, and other interpersonal skills, and in presenting the results of their work orally as well as in written form.

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

The assessment of the knowledge and understanding are tested by means of a range of written coursework, problem solving exercises, structured assignment, formal exams and tests as appropriate. The FHEQ Level 6 dissertation assesses the ability to independently identify and critically evaluate relevant academic literature in an advanced research area.

Practical skills will be assessed by a range of coursework and test requiring the application, analysis or evaluation of the theory of economics or accounting standards. Self-organised learning is encouraged at all levels of programme and increases as students' progress.

For the four-year thick Sandwich mode of study, the adaptation and engagement in an employment are assessed through and extended essay report. Report and oral presentations of the result about employment assess written and oral communication skills.

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.

FHEQ Level 4	
Compulsory assessment block codes, titles and credit None	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume None	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits All modular blocks are 20 credits AF1602 Mathematics for Economics and Finance EC1010 Microeconomic Principles EC1020 Macroeconomic Principles EC1030 Financial Markets EC1040 Introduction to Financial Accounting Core: Block EC1601 Professional Skills and Statistics	Optional modular block codes, titles and credits
FHEQ Level 4 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5	
Compulsory assessment block codes, titles and credits None	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume None	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits EC2001 Microeconomic Principles II (20) EC2002 Macroeconomic Principles II (20) EC2003 Financial Accounting and Statement Analysis (20) EC2004 Company Law and Regulation (20) Core: Block AF2601 Management Accounting	Optional modular block codes, titles and credits AF2604 Research Methods for Accountancy Project EC2605 Introduction to Econometrics
FHEQ Level 5 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits None	Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume EC2554 Economics Pre-Placement Study Block (0 credit – placement students only)	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits EC2555 Economics 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 Economics and Accounting with Professional Development will contribute 25% of the FHEQ Level 5 profile and 8.3% of the overall degree calculation	

FHEQ Level 6	
Compulsory assessment block codes, titles and credits None	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume None	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits EC3066 Managerial and Industrial Economics (20) AF3608 Advanced Financial Reporting (20)	Optional modular block codes, titles and credits All modular blocks are 20 credits (unless stated) Either EC3000 Economics Project (40) Core: Block Or AF3607 Accountancy Project (40) Core: Block 20 credits from: AF3609 Taxation AF3602 Audit and Assurance AF3604 Comparative and Contemporary Issues in Accountancy 20 credits from: EC3068 The Economics of Labour Markets EC3601 Behavioural Economics and Finance EC3604 International Money and Finance
FHEQ Level 6 Progression and Award Requirements As per Senate Regulation 2 For BSc Economics and Accounting with Professional Development, EC2555 will contribute 8.3% of the overall degree calculation	

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.