

Programme Specification for Postgraduate Programme Leading to:

MSc Accounting and Business Intelligence (FHEQ Level 7)

MSc Accounting and Business Intelligence with internship (FHEQ Level 7)

MSc Accounting and Business Intelligence with placement (FHEQ Level 7)

Applicable for all postgraduate students starting in September 2022

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	March 2022	New programme from September 2022	BJR
1.1	April 2022	Route Code added	WEA

Postgraduate Taught 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	Brunel University London Pathway College (BPC) offers the following validated programme element which enable progression to to this programme: BPC Pre-masters in Business Management
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	MSc Accounting and Business Intelligence (FHEQ Level 7) MSc Accounting and Business Intelligence (with internship) (FHEQ Level 7) MSc Accounting and Business Intelligence (with placement) (FHEQ Level 7)
7. Programme title	MSc Accounting and Business Intelligence
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	<p>1. <u>September intake:</u></p> <p>12 months full time, or 16 months with 6-12 weeks optional internship, or 24 months with 12 months optional placement</p> <p>2. <u>January intake:</u></p> <p>15 months full time, or 19 months with 6-12 weeks optional internship, or 27 months with 12 months placement</p>

	<p>Where students commence their programme at pre-Masters in BPC, the normal length stated above will vary as follows:</p> <ul style="list-style-type: none"> • Pre-Masters September commencement: + 4 months • Pre-Masters January commencement: + 9 months • Pre-Masters May commencement: + 4 Months
10. Maximum period of registration for each mode of study	Normal or standard duration (as defined in 9 above) plus 2 years up to a maximum of five years.
11. Variation(s) to September start	Two entry points, September and January for Standard FHEQ Level 7 entry.
12. Modes of study	F/T
13. Modes of delivery	Block delivery alongside standard delivery
14. Intermediate awards and titles and FHEQ Level of Award	<p>Postgraduate Diploma in Accounting and Business Intelligence (with placement) (FHEQ Level 7)</p> <p>Postgraduate Diploma in Accounting and Business Intelligence (with internship) (FHEQ Level 7)</p> <p>Postgraduate Diploma in Accounting and Business Intelligence (FHEQ Level 7)</p> <p>Postgraduate Certificate in Accounting and Business Intelligence (with placement) (FHEQ Level 7)</p> <p>Postgraduate Certificate in Accounting and Business Intelligence (with internship) (FHEQ Level 7)</p> <p>Postgraduate Certificate in Accounting and Business Intelligence (FHEQ Level 7)</p>
15. UCAS Code	N/A
16. HECoS Code	100105
17. Route Code	K33JPACBSIN
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 Subject Benchmark Statement (Business and Management) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p>
19. Admission Requirements	<p>Details of PGT 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>

20. Other relevant information (e.g. study abroad, additional information on placements)	The placement is not guaranteed and students who manage to secure a suitable opportunity can normally start with it after the submission of their dissertation. Students who cannot secure a placement by end of May on the following year after they started their course, will be reverted to the full-time programme. The deadline applies to both September and January starters.
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 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

In recent years we have witnessed profound changes within the modern business environment, technological breakthroughs that led to the creation of new business models, and the emergence of disruptive information and communication technologies that challenge organizations, practitioners, and professionals to re-think their operational and behavioural models. Business intelligence, understood as the ability to employ emerging technologies, such as big data analytics, blockchain accounting and automation, as well as, utilise their applications to enhance management decision making processes, leads to an increasing demand for relevant expertise and graduate attributes within the employment market. This programme aims to secure for our learners, an advantageous competitive position within the growing market for graduates with hybrid skillsets that go beyond traditional training in accounting.

Whilst enhancing learners' employability prospects upon graduation, the programme also provides them with the type of hybrid graduate attributes that will enable them to progress faster into highly remunerated positions, such as Chief Financial and Technology Officer, Chief Financial Information Officer, Forensic Accountant, and International Tax Consultant, in addition to the more mainstream career pathways in accounting and auditing. Providing the opportunity to experience real life professional practice through a choice of either a short-term internship, or, an annual placement helps participating learners to apply their skills in organisations, gain working experience, and further enhance their employability potential.

Founded upon the core advanced features of accounting, corporate governance, international taxation, regulation, and business management, whilst fostering the development of strong critical awareness of business intelligence, innovation, and business financial technologies, this programme equips learners with a unique set of expertise, that is currently in increasing demand. Developing their ability to appraise both theoretical and applied perspectives on modern business models' operation and sustainability, graduates will be able to apply a range of specialist skills to the organisations in which they, as specialist accounting professionals, will operate. In addition to an intellectually challenging and robust learning experience, the introduction of the optional placement enables participating learners to apply classroom-learned theory and concepts to the workplace, consolidate their learning through practice, and further enhance their employability prospects upon graduation.

Considering learners' personal development, this programme provides them with a range of opportunities to develop their ability to solve complex business problems and make decisions, establish criteria for governance and reporting practices, and develop a critical and informed perspective on the application of alternative decision-making techniques and modern business financial technology. Learners are also advancing their ability to conduct research and enquiry into accounting, business studies, and management issues, either individually or as part of a team. The combination of the above attributes also helps learners to develop the kind of inquiring attitude that leads to pursuing further studies at PhD level.

Programme Learning Goals:

1. Become creative, curious, and pro-active independent leaders.

2. Address real world challenges by applying critical thought.
3. Enact and incorporate socially responsible and sustainable global business practices.
4. Become global citizens with a respect for and understanding of diversity.
5. Evolve and develop into effective reflective practitioners and scholars.
6. Develop critical awareness of the importance to engage with Continuous Professional and Personal Development as means to keep their post-graduate and professional attributes up to date and sustain their ability to contribute as leaders and specialist professionals.

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:

Masters FHEQ Level 7	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
Masters and FHEQ level 7						
	K, C, S	Critically evaluate contemporary theories and empirical evidence concerning the operation and effects of accounting within the contexts it operates and appraise its role and value, within these contexts, in relation to other systems providing information in organisations				MG5646 MG5647 MG5648 MG5649 MG5601 MG5637 MG5636 MG5650 MG5611
	K, C, S	Assess the impact of emerging and disruptive technologies, such as blockchain and Big Data Analytics, on business models' evolution, complexity, and sustainability, as well as, determine the associated opportunities and challenges for accounting				MG5646 MG5649 MG5601 MG5611 MG5603 MG5621 MG5622 MG5636
	K, C, S	Appraise the role of business intelligence management, in conjunction with applied				MG5647 MG5649 MG5650

		aspects of accounting, in informing, formulating, and implementing sustainable financial strategies of organisations				MG5564 MG5601 MG5622 MG5636
	K, C, S	Synthesise theoretical concepts and empirical evidence to address governance and sustainability challenges and inform tactical and strategic organisational decision making				MG5646 MG5647 MG5601 MG5603 MG5637 MG5621 MG5636
	K, C, S	Evaluate the influence of (de)regulation and government(s) policies on, accounting quality, business risk, business financing, and resource allocation, at domestic and international levels				MG5646 MG5647 MG5648 MG5649 MG5650 MG5611 MG5564 MG5636
	K, C, S	Determine appropriate methods for analysing organisational architecture and establish criteria for informing and enacting sustainable organisational change in line with developments in the domestic and international business environment				MG5647 MG5648 MG5650 MG5564 MG5601 MG5603 MG5611 MG5621 MG5637 MG5636
	K, C, S	Validate and synthesise contemporary methods to conduct research and/or investigation and develop original approaches in solving complex unstructured business problems				MG5601 MG5637 MG5650 MG5603 MG5611 MG5622 MG5636
	K, C, S	Examine and address ethical dilemmas, corporate social responsibility and sustainability issues, and apply ethical and organisational values to situations and choices				MG5646 MG5647 MG5650 MG5611 MG5622 MG5637 MG5636
	K, C, S	Develop a coherent and outcome oriented major piece of independent research that evidences				MG5536

		ability to appraise alternative and determine suitable approaches in solving complex unstructured business problems through the synthesis of appropriate literature and data				
	K, C, S	<u>With Placement/ Internship:</u> Apply classroom-learned theory and concepts to a working environment and consolidate learning through practice				MG5626 MG5627

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

The programme's teaching, learning and assessment strategy is informed by the corresponding benchmarks for Masters Awards in Business and Management and considers specifically the developmental requirements of learners aspiring to obtain post graduate specialist education in accounting and business intelligence. Providing a specialist postgraduate programme that goes beyond what is prescribed by the necessities to meet professional body requirements for accreditation and exemptions from professional examinations, as prospective learners will have already obtained these via their prior studies, enables the use of a range of innovative teaching and assessment methods in relation to the programme's learning outcomes. Contributing to the School's, College's, and University's strategic objectives in relation to creating a vibrant and inclusive research environment and culture, as well as, to help students evolve into reflective practitioners and engaged citizens, this programme is based on research led and practice-oriented approaches to teaching and learning which among else include:

- Action-based learning
- Team-based learning
- Experiential Learning
- Business simulations and role play
- Debates
- Guest speaker presentations
- Industry visits
- Engagement with the university's co-innovate scheme to allow students work on and be assessed through, real life business problems
- Tailored to each module's requirements, 'lecture and seminar' or 'block teaching/workshop' contact-based delivery methods are used as appropriate

We offer a structured curriculum that comprises of six compulsory and two, out of six, optional modules, a dissertation, and options for placement. The six compulsory modules foster the development of a set of specialist post-graduate attributes in accounting, hybridised with a strong conceptual understanding of business intelligence and business financial technology. Encouragement of personal learning and development through managed choice, is achieved through the provision of the two, out of six, optional modules and the availability of an optional placement. These enable students to personalise their studies and develop specialist skills in line with their own interests and career aspirations. The dissertation, in the form of a core module, enables learners to consolidate their skills through the conception and execution of a research-oriented project, that requires synthesis of theoretical concepts with empirical evidence and evaluation of relevant implications for practice.

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

The assessment strategy is designed to enable learners demonstrate their standard of competence on the programme's learning outcomes and incorporate crucial authentic elements that foster deep learning, self-direction, consolidation of experiences, relevance of skills to professional practice, problem solving, and interaction. Therefore, it is designed to collectively meet the following criteria:

- Be challenging to the appropriate standard for post-graduate level of study
- Be outcome oriented
- Ensure transfer of knowledge from the assessment to the work environment
- Involve metacognition (self-evaluation of learning and critical reflection)
- Be accurate in terms of the skills and abilities assessed
- Create an assessment environment that simulates the real world
- Provide discussion and feedback opportunities in both summative and formative forms
- Include collaborative elements

Implementation of the programme's assessment strategy is achieved through a diverse set of methods and elements that include unseen examinations and MCQ tests/quizzes, essay/report writing, individually assessed group debates, individually assessed group presentations, case study analysis (alone and in teams), dynamic cumulative assignments that enable synthesis and achievement of learning objectives over longer periods of time, individually assessed role play, and writing of reflective accounts. Finally, through working on a dissertation, learners are exposed to the challenges of developing a coherent and outcome oriented major piece of independent research that helps them develop original approaches in solving complex unstructured business problems.

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 C- 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 C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- 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 C- or better, but must D- or better in order to be eligible for the final award.

The programme is structured on modular basis comprising of eight distinct (15 credit) blocks of study and a dissertation (60 credits). A non-pre- or co-requisites approach ensures that student recruitment can take place on both terms 1 (September) and term 2 (January), without the requirement for BBS to repeat the provision of a module during both terms.

Masters and FHEQ Level 7	
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
<p>Compulsory modular block codes, titles and credits</p> <ul style="list-style-type: none"> Modular blocks are 15 credits unless otherwise specified <p>MG5646 Corporate reporting, governance, and sustainability</p> <p>MG5647 Accounting for Strategic Management and Control</p> <p>MG5648 International Taxation Policy and Practice</p> <p>MG5649 Business Financial Technology</p> <p>MG5601 Business Intelligence</p> <p>MG5637 Understanding Business and Management Research</p> <p>MG5636 Dissertation (60 credits, submitted in 12 months after the start date) Core: Block</p>	<p>Optional modular block codes, titles and credits</p> <p>Students must select 2 optional modules in total one in the first term of their study and one in the second</p> <ul style="list-style-type: none"> Modular blocks are 15 credits unless otherwise specified <p>MG5650 Creative and Forensic Accounting</p> <p>MG5622 Digital Creativity and New Media Management</p> <p>MG5611 Current Issues in Accounting</p> <p>MG5603 Professional Consultancy in Business Intelligence and social media</p> <p>MG5621 Creativity, Entrepreneurship, and Innovation</p> <p>MG5564 International Business Strategy</p>

<ul style="list-style-type: none"> • Placement / Internship: <p>Students on the ‘with Internship/Placement’ route will additionally undertake either:</p> <p>MG5626 Placement block 6-12 weeks placement (0 credits), Core: Block</p> <p>MG5627 Placement block 1 year placement (0 credits), Core: Block</p> <p>The corresponding blocks must be passed in order to be awarded the (with Internship) (with Placement).</p> <p>Students on the ‘with Internship/Placement’ route are required to submit MG5636 Dissertation (60 credits), core block prior to the commencement of their internship/placement</p>	
<p>Masters and FHEQ Level 7 Progression and Award Requirements</p> <p>As per Senate Regulation 3</p> <p>PGDip may be awarded with the substitution of the dissertation (MG5636) for the following modular block:</p> <p>MG5637 Understanding Business and Management Research (15 credits)</p>	

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.