

**PROGRAMME SPECIFICATION  
(Undergraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University London Campus
<b>3</b>	<b>Final Award</b>	BSc Honours
<b>4</b>	<b>Programme Title</b>	Accounting and Finance
<b>5</b>	<b>UCAS/Programme Code</b>	N402 N404 (with placement) N405 (with study abroad)
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Accounting
<b>8</b>	<b>FHEQ Level</b>	Level 6
<b>9</b>	<b>Last updated</b>	July 2021

**10 Programme Aims**

a) To produce graduates with the following qualities:

- 1 The knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in accounting, finance, business, management and a wide range of other employments or capable of undertaking a taught postgraduate programme
- 2 a capacity for critical evaluation of arguments and evidence
- 3 a capacity for independent and self-managed learning
- 4 through the intercalating year (for the four year degree), an appreciation of either (depending on the placement) the cultural and professional aspects of the work place environment or, studying in a foreign country

b) To provide a programme:

- 1 which has accredited degree status for the accounting profession
- 2 which combines study of both the conceptual and the applied aspects of the disciplines studied.
- 3 in which teaching is informed by research (both relevant research in the discipline and research carried out by members of staff) and by the Subject Area's strong professional links
- 4 in which accounting and finance is related to a broader business context
- 5 which provides an opportunity for students to undertake an intercalating year between stages 2 and 3, to include a work placement, study abroad or Erasmus exchange
- 6 which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Accounting degrees.
- 7 which fully satisfies the learning outcomes at Level 6 in the FHEQ.
- 8 which complies with prevailing University policies and QAA codes of practice.

**11 Learning Outcomes**

The programme outcomes have references to the benchmark statements for Accounting. The programme provides students with opportunities to demonstrate disciplinary competency by developing the key principles and theories in their subject area. It combines theory with the

application of skills required to generate solutions within their discipline.

### **Knowledge and Understanding**

On completion of the programme it is expected that the students be able to:

A1 Explain the contexts in which accounting and finance can be seen as operating and discuss the ways in which accounting can be valuable in different contexts.

A2 Apply the main current and possible alternative technical language and practices of accounting and finance.

A3 Record and summarise transactions and other economic events; prepare financial statements; analyse the operations of a business; carry out financial analysis and projections and demonstrate an awareness of the contexts in which accounting data and information is processed and provided within a variety of organisational environments and the relationships with other systems providing information in organisations.

A4 Assess contemporary theories and empirical evidence concerning the operation and effects of accounting and finance and critically evaluate such theories and evidence.

A5 Appraise issues of financial management, risk and the operation of capital markets.

A6 Identify ethical issues within a business context and be able to make recommendations for appropriate courses of action.

### **Teaching and Learning Methods**

The primary method of imparting knowledge and understanding is lectures. These are supplemented by seminars, workshops and large group problem sessions where students are able to check their learning through discussion and through practice. Much learning in accounting and finance is accomplished through a problem-based approach.

Students are encouraged to supplement taught material through independent reading, with extensive guidance being given about which books and articles to read. Students also enhance their learning through student-centred project work and by analysing case studies.

### **Assessment Strategy**

Knowledge and understanding is primarily assessed by unseen examinations, but also to some extent by various forms of coursework – essays, projects, reports, case studies and worksheets. The intercalating year is assessed via a personal learning account and a reflective learning account.

### **Intellectual Skills**

On completion of the programme it is expected that the students will be able to:

B1 Record, process and analyse financial and non-financial data using appropriate qualitative and quantitative techniques.

### **Teaching and Learning Methods**

Professional skills are often demonstrated in lectures with follow-up in large group problem solving sessions or in workshops/seminars to enable students to develop these skills in a supportive environment where help is available. Mastery of these skills requires practice which students gain through workshops and through preparing problem-based worksheets. There are also open help sessions and revision sessions, as well as sessions to introduce the intercalating year (if relevant). Depending upon the placement taken in the intercalating year, these professional skills may be reinforced via the work environment.

<b>Assessment Strategy</b>
Professional and cognitive skills are assessed by unseen examinations, essays, worksheets, projects and case studies. The intercalating year is assessed via a personal learning record and a reflective learning account.
<b>Practical Skills</b>
On completion of the programme it is expected that students will be able to:
C1 Use contemporary information and communications technology for the acquisition, analysis and communication of information.
C2 Communicate, including written and oral presentation of quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience.
C3 Work collaboratively in inter-cultural teams, make evidence-based decisions drawing on a range of sources, communicate effectively, manage projects, and solve problems in creative and innovative ways.
C4 Reflect on their learning experiences from the intercalating year, where an intercalating year is taken, and relate these experiences to the taught programme.
<b>Teaching and Learning Methods</b>
C1 is principally developed through seminars and practice discursive questions, where students can discuss such matters and learn to evaluate arguments and evidence. Problem-solving skills are principally developed through workshops, large-group problem sessions and projects. Data extraction and analysis skills are developed through student-centred project work and through skills sessions within modules. Students can enhance their learning through independent reading, undertaking case study analysis and project work. During the intercalating year, students have an opportunity to write about their learning via a personal learning record (uploaded periodically via e-Portfolio) and reflect on their postings at the end of the year through the learning account. The personal learning records and reflective account are overseen by a dedicated member of staff.
<b>Assessment Strategy</b>
These are assessed through unseen examinations, worksheets, essays, projects and presentations.
<b>Transferable/Key Skills</b>
On completion of the programme it is expected that students will be able to:
D1 Demonstrate competency in written and oral communication, numeracy and computer literacy.
D2 Work independently through managing their own learning, their own time management, the ability to work on their own initiative and to be adaptable
D3 Work within a diverse socio-cultural group contributing appropriately and effectively towards the team based activity.
D4 Have an appreciation of the professional, ethical and cultural requirements of the work place, be able to contribute effectively and efficiently to their placement provider; or an appreciation of the cultural aspects of studying abroad (for the four year degree programme).

### **Teaching and Learning Methods**

These are introduced to students through skills sessions within modules and through the stage 1 Professional Skills module. IT and numeracy skills are taught in specific modules through lectures and workshops, and are further used and developed in other knowledge based modules. Oral communication skills are in particular developed through seminars and presentations. Students have the opportunity to develop work and study skills, but there is a limit to the extent to which these can be taught.

Students can develop these skills further through project work and worksheets.

Teamwork skills are developed through the use of group projects and group presentations in certain modules.

Requirements relating to the development of skills during the intercalating year are introduced via formal taught sessions in towards the end of stage 2.

### **Assessment Strategy**

These are assessed through unseen examinations, essays, presentations, worksheets, case studies and projects.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The programme is studied over three or four years full-time based on 30 weeks attendance per annum. There is the possibility of a placement year (N404) or Erasmus/study abroad year (N405) between stages 2 and 3.

Each year or stage requires the study of modules with a credit value of 120. A 10 credit module consists of 100 hours of student effort, covering lectures, small group teaching, private study, completion of coursework and revision. Modules can vary in size from 10 to 20 credits.

Stage 1 provides a multi-disciplinary foundation covering not only accounting and finance but also law, economics, IT, quantitative methods and management. The emphasis in accounting and finance is mostly on the applied aspects of the discipline, with the key techniques being introduced. Contact hours are greater at stage 1 than in later stages in order to ensure that students master key technical issues.

Stage 2 focuses on the three main streams of financial reporting, management accounting and finance. At this stage the emphasis on the conceptual as opposed to the applied aspects of the discipline is increased, and students start to be introduced to research findings. Further study of economics is compulsory at stage 2, thus providing students with a deeper knowledge and understanding of this underpinning discipline. Stage 2 students have lower contact hours than stage 1 students, as they should have developed the skill of independent learning.

### **Intercalating Year**

Between stages 2 and 3 students may undertake a Placement in the UK or abroad (N401) or Erasmus/Study Abroad (N403) year. Prior to this year, towards the end of stage 2, the module leader of the intercalating year modules will provide briefing sessions for students, tailored to their choice of activity for the year. The objectives of the placement are to provide insights into accounting, finance and/or management methods and decision making, to enhance basic skills and to provide an opportunity to make links between the academic content of the programme. Placement opportunities are advertised to the students through the Careers Service, which plays an active role in identifying opportunities, and students then have to apply and undergo full selection procedures. The placements normally carry attractive salaries and other benefits. Students will also be supported by the School's Placement Officer.

At this stage of the degree programme students also have the opportunity to take part in the Erasmus+ exchange scheme which involves a period of study in a European country. Permission to undertake a placement or Erasmus exchange is subject to the approval of the Degree Programme Director. This involves transfer to N403 BSC Honours Accounting and Finance (With Study Abroad).

The intercalating year modules include one module of 100 credits (covering the placement or period of study) which is assessed via a series of personal learning records, plus a 20 credit module assessed via a reflective learning account.

At stage 3 further specialisation in the three key streams takes place with students taking 120 compulsory credits covering financial accounting, management accounting and finance. The research element in the curriculum increases, covering both key research in the area, but also relevant research by members of staff. Students also enhance the depth of accounting and finance knowledge through specialist modules in Taxation and Derivative Markets. In addition students are able to research an area of interest through the 20 credit supervised Accounting, Organisations and Society module.

#### **Key features of the programme (including what makes the programme distinctive)**

The Accounting and Finance programme provides an accredited degree with a number of exemptions from many of the professional accounting institutes, including ACCA, ICAEW, CIMA and AIA. It offers a broadly-based curriculum, suitable for many careers in accounting, finance and in business. The programme recruits internationally, and has a diverse intake of students from the UK, Europe, and non- European nations.

#### **Programme regulations (link to on-line version)**

[N402 Programme Regulations 21-22](#)

### **13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

### **14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

*Accreditation reports*

None.

*Additional mechanisms*

None.

### **15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[https://www.ncl.ac.uk/ltds/assets/documents/qsh\\_progspec\\_generic\\_info.pdf](https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf)

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.