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Course Specification

Please note This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they pass the course. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BSc Professional Accounting in Business, Integrated Masters in Advanced Professional Accounting in Business

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London (PCL)
3. School/Division responsible for management of the course	Kent Business School
4. Teaching Site	80 Strand 190 Holborn
5. Mode of Delivery	Full-time Part-time Flexible Learning Distance Learning
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Course accredited by	Primary: Association of Chartered Certified Accountants (ACCA) Additional: Chartered Institute of Management Accountants (CIMA) Institute of Chartered Accountants in England and Wales (ICAEW)
8. a) Final Award	Integrated Masters in Advanced Professional Accounting in Business BSc (Hons) Professional Accounting in Business
8. b) Alternative Exit Awards	BSc (non-honours) Accounting in Business DipHE Accounting in Business Cert HE Accounting in Business
9. Course	Professional Accounting in Business Integrated Masters in Advanced Professional Accounting in Business
10. UCAS Code (or other code)	BSc (Hons) Professional Accounting in Business - N400

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	Integrated Masters in Advanced Professional Accounting in Business -
11. Credits/ECTS value	Integrated Masters in Advanced Professional Accounting in Business – 480 credits BSc (Hons) Professional Accounting in Business – 360 credits
12. Study Level	4 – 7
13. Relevant QAA subject benchmarking group(s)	Accounting 2016 (SBS1) Business and Management (PG) 2015 (SBS2) Finance 2016 (SBS3)
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	December 2015; June 2018; February 2021
15. Intended Start Date of Delivery of this Course	September 2021 (as amended)

16. Educational Aims of the Course

The course aims to:

This course is a gateway into the accountancy profession. It has two core aims: to enable learners to become part exam-qualified professional accountants, and to develop the wider business skillset required within contemporary finance teams. The course will be primarily accredited to the first part of the exam element of the Association of Chartered Certified Accountants (ACCA) qualification.

The specific aims of the BSc (Hons) course are to

- Prepare students for a contemporary accounting and/or finance career in professional organisations.
- Develop the academic knowledge, technical skills and professional competencies required for an international career in accounting or finance.
- Apply academic and technical knowledge to professional situations.
- Enable learners to become a part exam-qualified Chartered Certified Account
- Blend academic theory with professional practice and application,
- Promote and demonstrate at all times ethical behaviour and practice in business, accountancy and finance.
- Give learners exposure to business and accounting practices in a range of organisations.
- Instil in students the capacity to work autonomously and behave authentically, constantly seeking to self-improve through reflection and renewal, and to ensure they stay at the cutting edge of business.
- Enable learners to develop a synoptic and holistic approach to solving business, accounting and finance problems
- Enable learners to conduct professionally-focussed research into a contemporary area of accounting and finance.

Integrated Masters in Advanced Professional Accounting in Business

- Produce graduates who are fully exam-qualified with the ACCA qualification and who possess the core professional skills for a financial career in business;
- Develop graduates who meet the needs of finance teams in organisations.
- Help learners to hone and develop their professional skills, attitudes and judgement;
- Help develop the ethical influence of future financial leaders and accounting and finance

professionals.

17 Course Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The course outcomes have references to the subject benchmarking statement for accountancy (2016), Finance (2016) and business management (PG) (2015).

BSc Professional Accounting in Business Course Learning Outcomes:

A. Knowledge and Understanding of: (*i.e. subject-specific knowledge and understanding*)

1. A systematic knowledge and understanding of the business environment and the influence this has on how organisations and accountants operate, and of the role of the accountant and other key business functions in contributing to an efficient, effective and ethical organisation, and building knowledge and understanding of the basic principles of effective management. (SBS1 3.2.1; SBS3 3.2.1) (ACCA, F1)
2. A systematic knowledge and understanding of key areas within an accountancy and finance department in an organisation, such as: financial and management reporting, tax, planning, strategy, budgeting, governance, assurance, financial management, and record-keeping, including developments and changes in professional practice in these areas. (SBS1 3.2.1; SBS3 3.2.1)
3. A systematic knowledge and understanding of the pervasive issues within modern finance functions and management practice, such as sustainability, globalisation, technology, risk, analytics and corporate social responsibility, and of the need to consider such issues when formulating strategy and making business decisions (SBS1 3.2.1, 3, 5; SBS3 3.2.1,3; SBS3 3.2.5,6,7)
4. A systematic knowledge and understanding of the function of financial markets and institutions (including the role of the firm, the capital markets and the public sector). (SBS1 3.2.1; SBS3 3.2.1)
5. A systematic knowledge and understanding in an international context of the effective management of organisations, including cutting edge theories, models and frameworks which inform current practice (SBS1 3.2.1, 5, 6; SBS3 3.2.1,3)
6. A systematic understanding of the tax system as applicable to individuals, single companies, and groups of companies. (SBS1 3.2.1-2; SBS3 3.2.1, 2) (ACCA, F6)
7. An ability to use the general legal framework, and be aware of specific legal areas relating to business, recognising the need to seek further specialist legal advice where necessary. (SBS1 3.2.1; SBS3 3.2.1) (ACCA, F4)

Skills and Other Attributes

B. Intellectual Skills: (*i.e. subject-specific intellectual skills*)

1. Critically analyse and evaluate information and arguments presented in a variety of formats and draw appropriate conclusions (SBS1 4.1.1,3; SBS3 4.1.1,3)
2. Conduct professionally-orientated research using a variety of sources and methodologies and synthesise the data collected for use in the support of rational arguments and conclusions (SBS1 4.1.2,4; SBS3 4.1.4)
3. Critically analyse and evaluate aspects of current research relevant to accountancy and finance (SBS1 4.1.1, 4; SBS3 4.1.1,3,4)

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4. Apply a range of appropriate techniques to analyse data to solve structured and unstructured business problems. (SBS1 4.1.2, 3)

C. Subject-specific Skills: *(These will include practise and professional skills)*

1. Critically evaluate the major theoretical and professional tools that relate to accounting and finance, such as the IASB Framework; budgeting; and risk management. (SBS1 3.2.1, 5; SBS3 3.2.1,3)
2. Draft financial statements and critically evaluate the limitations of financial reporting practices and procedures. (SBS1 3.2.4; SBS3 3.2.8)
3. Interpret financial data arising from accounting statements and data generated in financial markets. (SBS1 3.2.4; SBS3 3.2.4; SBS3 3.2.8)
4. Analyse financial and non-financial information through the application of techniques using technology in the context of financial performance measurement and management control, showing an advanced knowledge of management accounting. (SBS1 3.2.3; SBS3 3.2.4,8)
5. Critically evaluate the theory and practice of the financing arrangements and governance structures of business entities. (SBS1 3.2.1)
6. Apply management accounting techniques to quantitative and qualitative information to support planning, decision-making performance evaluation and control. (SBS1 3.2.2; SBS3 3.2.2) (ACCA, F2, F5)
7. Demonstrate technical proficiency in the use of double-entry accounting techniques and the ethical application of International Financial Reporting Standards (IFRSs). (SBS1 3.2.4; SBS3 3.2.8)
8. Prepare individual and consolidated financial statements and interpret financial statements. (SBS1 3.2.2, ; SBS3 3.2.2, 8) (ACCA, F3, F7)
9. Apply accounting standards and theoretical frameworks in the preparation of financial statements of entities, including groups, and analyse and interpret those financial statements. (SBS1 3.2.2; SBS3 3.2.2) (ACCA, F7)
10. Apply the process of an assurance engagement and discuss its application in the context of the professional regulatory framework. (SBS1 3.2.2; SBS3 3.2.1; SBS3 3.2.2) (ACCA, F8)
11. Develop the skills required for a graduate-level role in a finance team - relating to issues affecting investment, financing, and dividend policy decisions from an ethical perspective (SBS1 3.2.1, 3, 5; SBS3 3.2.1,3) (ACCA, F9)

D. Transferable Skills: *(Non-subject specific key skills)*

1. Communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients (SBS1 4.1.7; SBS3 4.1.7).
2. Present themselves in a way which maximises their personal impact, demonstrating an awareness of different business cultures and environments and adaptability in meeting the challenges posed.
3. Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate (SBS1 4.1.8; SBS3 4.1.8)
4. Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals (SBS 4.1.8; SBS3 4.1.8)
5. Demonstrate numeracy (SBS 4.1.5), analytical, literacy (including IT literacy) to excel effectively in contemporary business environments (SBS 4.1.5, 6; SBS3 4.1.5, 6)
6. Work autonomously and independently on projects with appropriate guidance from others, taking responsibility for their own work and learning (SBS 4.1.4)
7. Work with resilience under pressure, producing set outputs within a definite time-limited period. (SBS 4.1.2; SBS3 4.1.2)

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8. Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement. (SBS 4.1.2; SBS3 4.1.2)
9. Demonstrate an ability to communicate effectively with a diverse range of people of different cultural backgrounds and levels of seniority through digital collaboration on real projects.

Integrated Masters in Advanced Professional Accounting in Business:

A. Knowledge and Understanding of: (*i.e. subject-specific knowledge and understanding*)

1. A systematic knowledge and understanding of accountancy and finance and a critical awareness of the influence this has on how organisations and their financial functions operate, and of the role of the finance professional and other key business functions in contributing to an efficient, effective and ethical organisation, and building knowledge and understanding of the core principles of effective leadership and management. (; SBS2 3.8) (ACCA, Strategic Leader)
2. A systematic knowledge and understanding of key and emerging areas within an accountancy and finance department in an organisation, such as: new International Standards of Financial Reporting (IFRSs), International Standards of Auditing (ISAs) and other assurance standards, Tax legislation, financial management, tax, planning, strategy, budgeting, governance, and record-keeping, including developments and changes in professional practice in these areas. (SBS2 3.8) (ACCA P2, P4, P5, P6, P7)
3. A systematic knowledge and understanding of the pervasive business issues within modern finance functions and management practice, such as sustainability, ethics, globalisation, technology, risk, analytics and corporate social responsibility, and of the need to consider such issues when formulating strategy and making business decisions (SBS2 3.8).
4. A systematic knowledge and comprehensive understanding of the function of financial markets and institutions (including the role of the firm, the capital markets and the public sector), and a critical awareness of how these interact.
5. A systematic and comprehensive understanding of the tax system as applicable to individuals, single companies, and groups of companies and a critical awareness of its impact on business decisions.
6. An ability to use the general legal framework, including a critical awareness of specific legal areas relating to business, recognising the need to seek further specialist legal advice where necessary. (ACCA, Strategic Leader, ACCA P6)

Skills and Other Attributes

B. Intellectual Skills: (*i.e. subject-specific intellectual skills*)

1. Critically analyse and evaluate information and arguments presented in a variety of formats and draw appropriate conclusions (SBS2 3.13)
2. Draw upon a comprehensive understanding of relevant techniques to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions (SBS2 3.13)
3. Develop a conceptual understanding of the subject to critically analyse and evaluate current research relating to aspects of accountancy and finance (SBS2 3.13)
4. Apply a range of appropriate techniques to analyse incomplete data to help solve complex business problems, which may be structured or unstructured in nature, while appreciating the ambiguity that such problems may present (SBS2 3.13)
5. Evaluate accounting and finance methodologies and develop critiques of them, and, where appropriate propose new hypotheses and improved techniques (SBS2 3.13)

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C. Subject-specific Skills: *(These will include practise and professional skills)*

1. Critically evaluate the major theoretical and professional tools that relate to accounting and finance, such as the IASB Framework; investment appraisal, budgeting; and risk management.
2. Systematically draft individual and consolidated financial statements from accounting records and information and critically evaluate the limitations of financial reporting practices and procedures.
3. Interpret financial data arising from accounting statements and data generated in financial markets, communicating their findings and conclusions to specialist and non-specialist audiences. (ACCA Strategic Leader)
4. Analyse financial and non-financial information through the application of techniques using technology in the context of financial performance measurement and management control, showing an advanced knowledge of management accounting.
5. Critically evaluate the theory and practice of the financing arrangements and governance structures of business entities.
6. Apply advanced management accounting techniques to systematically prepare and analyse quantitative and qualitative information that supports planning, decision-making performance evaluation and control.
7. Demonstrate advanced technical proficiency in the use of double-entry accounting techniques and the application and critical interpretation of International Financial Reporting Standards (IFRSs). (ACCA P2)
8. Demonstrate the ability to deal with complex tax issues systematically and creatively, communicating their conclusions clearly to specialist and non-specialist audiences (ACCA Strategic Leader)
9. Demonstrate self-direction and originality in applying the process of professional assurance and external audit engagements and critically discuss its application in the context of the professional regulatory framework.
10. Develop the skills required for a senior role in a finance team - relating to issues such as capital investment, financing, risk management, investments, mergers & acquisitions and dividend policy decisions (SBS2 3.13)
11. Apply professional judgement, creativity, and initiative to advise on areas such as leadership, corporate governance, internal audit, control, risk, finance, ethics and management (SBS2 3.13) (ACCA, Strategic Leader)
12. Demonstrate self-direction in applying knowledge, skills, and professional judgement in the application and evaluation of financial reporting principles and practices in a range of business contexts and situations. (ACCA, P2)
13. Apply relevant knowledge, skills, creativity and professional judgement in selecting and applying strategic and specialist techniques in different business contexts and contribute to the evaluation of the performance of an organisation and its strategic development. (ACCA, Strategic Leader)

D. Transferable Skills: *(Non-subject specific key skills)*

1. Communicate information, ideas, problems and solutions effectively in a professional manner using appropriate media, with an awareness of the needs of their intended recipients (; SBS2 3.13)
2. Exercise initiative and personal responsibility in a professional manner.
3. Demonstrate strong leadership and interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate (SBS2 3.13)
4. Collaborate and network effectively on a personal and organisational level, as part of a business entity working with others (including 'competitors') to achieve its goals (; SBS2 3.13)

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5. Demonstrate advanced numeracy), analytical, literacy (including IT literacy), to excel effectively in contemporary business environments.
6. Work autonomously and independently on projects with minimal guidance from others, taking responsibility for their own work and learning SBS2 3.13).
7. Work with resilience under pressure, producing set outputs within a definite time-limited period with minimal access to external resources
8. Reflect self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement; SBS2 3.13).
9. Demonstrate the ability to learn independently and proactively as required for continuing professional development.

Teaching/learning and assessment methods and strategies used to enable the course learning outcomes to be achieved and demonstrated

Learning and Teaching

The learning and teaching strategy has been designed to facilitate the acquisition by students of the knowledge and understanding, skills and attributes which learners should develop during their time on the course.

The learning and teaching strategy is based on a blended pedagogy and is designed to be flexible, allowing students to choose the approach that best suits their circumstances and learning needs.

All students are provided with the same resources on the OLE, which is the backbone of the course and ensures a minimum level of consistency. The course is based on a blended pedagogy that allows students to experience primarily face to face teaching over the course while also developing the capacity to learn online, which is becoming increasingly the norm for workplace learning to take place.

Modules can either be studied in the interactive classes model or the mentored independent study model and we expect students to experience a mix of these models during their time on the course.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

Learning intervention	Content and learning outcomes	Mode of experience
Lectures	<p>These provide an introduction to each topic area, contextualising students' pre-reading and drawing out interesting points of academic interest in a practical, business context.</p> <p>As such, lectures relate mainly, though not exclusively, to the knowledge outcomes A1-5 set out above.</p>	These may be experienced live (face to face or streamed online, with the facility to ask questions in both) or pre-recorded.
Seminars	These provide a forum for students to practise techniques, and explore and apply theory to problems and case studies,	These may be experienced live (face to face or synchronously online in a virtual classroom).

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	<p>developing their skills and deepening their knowledge in the process.</p> <p>They are often premised upon the flipped classroom approach, with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance.</p> <p>The focus is on the cognitive and business skills set out above at B1-3 and C1-11.</p>	
Workshops and Industry Days	<p>These provide a forum for students to apply the knowledge and skills that they have developed in the context of highly practical sessions, usually facilitated by industry professionals. For students in a relevant job, work experience can replicate and replace workshops. The focus here is on the general transferable skills set out at D1-7 above.</p>	<p>These may be experienced live (face to face or online, using appropriate technology).</p>
One-on-one support	<p>This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills.</p> <p>As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.</p>	<p>Students will have open access to their module tutor for advice by a range of communication methods (face to face, telephone, email, chat etc.). For modules without regular taught sessions, students will have a timetabled weekly meeting with their module tutor.</p> <p>In addition, part-time students will have regular meetings with the tutor with special responsibility for part time students, who will act as their personal tutor.</p>

Assessment Strategy

A variety of modes of assessment are used on the course. These are designed to be the most appropriate assessment vehicles for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible.

The following tools are therefore employed:

- Written examinations;
- Group assessment;
- Peer assessment;
- Portfolio assessment (including learning logs);
- Viva assessment;

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- Practice related coursework (examples of this might include: Blogs, Advertising campaigns, Wireframe design for an app, Pitches, Briefing notes for a manager / Board of Directors, Business cases, Management Reports, Presentations, Training slides).

This multi-dimensional approach has the following benefits:

- As in work, students are assessed on the basis of their performance over the entire course;
- In the course of this assessment regime, students' written, oral and online communication skills will be tested along with their capacity to work in a team and individually under pressure.

For details of when coursework / examinations will typically take place, please see above.

Feedback

Students will have the opportunity to receive constructive and developmental formative feedback, typically in weekly seminars or one to one meetings with the module tutor during the term. During seminars or one to one meetings feedback will be provided in writing and orally. Mock presentations and examinations are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment at the end of the term.

The Online Learning Environment

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet or smartphone.

Through our Online Learning Environment students can access a variety of high quality study materials designed to support their learning. These include all essential reading including textbooks, articles and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

Students can access all their recommended reading digitally via online Reading Lists. Online reading lists are embedded into student's modules on the VLE and are also accessible via the College's reading list portal

Students can access a wide range of library resources relating to their studies via the online library including databases, ebooks, academic articles, market reports, company profiles, statistical datasets, legal materials, video resources and more. The Library Service also offers a range of study skills resources that students may find useful to refer to when developing their academic skills.

Talent Development information

Pearson College London has a Talent Development service and every student has the opportunity to book a one to one to receive tailored guided support. Students are encouraged to reflect on their experiences, review possible career options and develop an action plan for next steps. One to ones

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enable the Talent Development team to gain a better understanding of the students' aspirations and goals. These are often recorded, so opportunities can be more targeted to students interested in specific fields.

The Talent Development team also support students through the application and selection process for internships and graduate roles, the development of their LinkedIn profiles, review and feedback on CVs and general guidance on how to research and target employers.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this course of study, see the module mapping table, located at the end of this specification.

18 Course Structures and Requirements, Levels, Modules, Credits and Awards

Overview of course

The core theme throughout the BSc (Hons) course is accountancy, with learners developing their knowledge and application of both financial and management accounting at each level.

At stage 1, students will study a unique 60 credit level 4 module called 'Principles of Business', which consists of four inter-linked parts designed to give learners a holistic introduction to business. Part 1 of the module focuses on the overall purpose of business and the set up and infancy of organisations. Part 2 then gives a technical introduction to the pillars of business: finance, law, management, marketing, and innovation. Part 3 consists of an authentic, experiential group project in which students work together to create a real organisation working on a project to generate funds and/or awareness for a particular issue. This may be in the form of a charity organisation, a social enterprise or a commercial venture. . The final part brings together each of the pillars of business in the context of strategy, governance, ethics, and leadership before concluding with the end of an organisations lifecycle. This module is assessed in four parts over the course (usually two terms).

The other level 4 modules cover the technical foundations and skills required for the higher stages of the course, including mathematics, double-entry bookkeeping, and basic management accounting techniques.

Stage 2 of the course is very technical, building on the level 4 technical modules as well as a wider range of accountancy and finance subjects including performance management, tax, and law. All of these modules follow a similar curriculum and assessment strategy to their professional body (ACCA) equivalent modules. Students also study in depth business ethics, which is a core theme throughout the course.

Stage 3 of the course requires the learner to build upon their technical knowledge and skills while developing their ability to synthesise their learning and synoptically apply it to help solve complex business problems. The final two modules at this stage are two 30 credit consultancy modules, technical and strategic, which are assessed by integrated case studies. These modules will not only help learners to develop a "real world" approach to business issues, but also help to prepare them for the higher level professional accountancy exam modules.

The level 6 Strategic Consultancy 1 module (30 credits, level 6) is based on the first part of the ACCA Strategic Leader module, which forms part of level 7 integrated masters course.

This module in effect acts as a gateway to the Masters level of the course, enabling learners to get a head start in preparing for the rigours of level 7 modules.

At each stage of the course, non-credit bearing placements will take place which aim to enable

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learners to apply their knowledge and skills to develop workplace competencies relevant to finance teams in a workplace environment. These will become increasingly complex in nature during the course. At Stage 1, level 4 learners may learn to use common IT based accountancy systems such as SAGE or Navision. By stage 3, level 6 learners may attempt more complex tasks such as writing a management representation letter or negotiating a departmental budget.

On completion of the BSc Professional Accounting in Business learners should be part-qualified professional accountants with exemptions from ACCA modules F1 - F9.

The core theme throughout the Integrated Masters course is accountancy, with learners developing their knowledge and application of both financial and management accounting at each level. At the final stage all learners study a module on financial accounting, and three other technical modules which focus on other areas of the subject including management accounting, financial management, taxation, and audit.

Graduates who progress onto stage 4 will then "top up" their knowledge and skills covered in Strategic Consultancy 1 in the Strategic Consultancy 2 module (30 credits, level 7) based on recent updates to applicable standards and professional practice, as well as further developing the higher professional, technical and communication skills required to succeed in the ACCA Strategic Leader module.

At stage 4 students will sit the actual ACCA Strategic Leader and ACCA P2 exams as their summative assessments for Advanced Corporate Reporting (level 7) and Strategic Consultancy 2. The assessment arrangement for these two modules on the course means that the Board of Examiners will award credit based on an assessment outcome made by a third party, ACCA. Students will then choose from two out of four final technical accounting and finance elective modules to complete the course. On completion of the integrated masters element of the course learners should be fully exam-qualified with the ACCA.

Learners on the integrated masters course will be able to undertake continuing professional development after graduation, with a number of electives available to study on an individual basis.

Accreditation

Accreditation is being sought for the course and/or specific modules from:

- Association of Chartered Certified Accountants (ACCA)

Additional accreditation for individual modules will also be sought from:

- Chartered Institute of Management Accountants (CIMA) Certificate in Business Accounting
- Institute of Chartered Accountants in England and Wales (ICAEW) Certificate in Finance Accountancy and Business qualification

The BSc stage of the course is aligned to the ACCA papers F1-F9 (Fundamentals level). Whilst the Integrated Masters is aligned to the ACCA's Professional level, papers P1-P7.

The course may be undertaken within the conventional timeframes for completion of full or part time undergraduate study.

The course is divided into four stages:

- Stage 1 comprises modules to a total of 120 credits and relates to the first year of an undergraduate degree (level 4) with an exit award of Certificate of Higher Education.
- Stage 2 comprises modules to a total of 120 credits and relates to the second year of an undergraduate degree (level 5) with an exit award of Diploma of Higher Education.
- Stage 3 comprises modules to a total of 120 credits and relates to the final (honours) year

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of an undergraduate degree (level 6) with an exit award of BSc with honours.

- On successful completion of Stage 3 students may proceed to Stage 4, the Integrated Masters year (level 7) comprising 120 credits.

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and course is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.

Students successfully completing Stage 1 of the course and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of Cert He.

Students successfully completing Stage 2 of the course and meeting credit framework requirements who do not successfully complete Stage 3 will be eligible for the award of Diploma of Higher Education. Students successfully completing Stage 2 of the course and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA/BSc non-honours degree.

Students successfully completing Stage 3 of the course and meeting credit framework requirements who do not successfully complete Stage 4 will be eligible for the award of BSc (Honours).

The maximum number of years permitted to complete either the BSc (Hons) or Integrated Masters award (full-time or part-time) is 8 years. The normal period of time to complete the degree full-time is 3 years for the BSc (Hons) and 4 years for the Integrated Masters.

Compulsory and Option Modules

Compulsory modules are core to the course and must be taken by all students studying the course.

Optional modules provide a choice of subject areas, from which students will select a stated number of modules. Optional modules are available at stages 3 and 4 only.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework.

Part-time Students

Students may apply to study part-time. Part-time students will normally study modules up to 90 credits each year for four years by studying 30 credits per term, 3 terms per year. Students can opt to undertake fewer modules per year in order to fit around their other (e.g. work or family) commitments.

The course is delivered as either part-time day or part-time evening (both subject to demand). Delivery is therefore either 2 days per week or two evenings per week during term time. Both

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routes will utilise selected weekends. The evenings will typically be between 6pm until 9pm and the specific days/evenings of the week will remain the same throughout the degree. Lectures and seminars will be timetabled to only occur at these times/days.

Compensation and Condonement

The following modules may not be compensated or condoned:

- Principles of Business I; 30 credits, level 4 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).
- Principles of Business II; 30 credits, level 4 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40). Financial Assurance and Risk Management; 15 credits, level 5 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).
- Technical Consultancy Project; 30 credits, level 6 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).
- Final Project; 30 credits, level 6 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 40).
- Strategic Consultancy 2; 30 credits, level 7 (students who fail this module overall will have an opportunity to resit the elements of the assessment upon which they have scored below 50).

Code	Title		Level	Credits	Term (s) (Indicative)
Stage 1					
Compulsory Modules					
AF4001	PRSN4109	Principles of Management Reporting & Decision Making	4	15	1 or 2
AF4004	PRSN4108	Principles of Corporate Reporting	4	15	1 or 2
AF4003	PRSN4104	Introduction to Business Economics	4	15	1 or 2
AF4002	PRSN4101	Business Mathematics	4	15	1 or 2
BM4006	PRSN4118	Principles of Business I	4	30	1
BM4007	PRSN4119	Principles of Business II	4	30	2

Code		Title	Level	Credits	Term(s)
Stage 2					
Compulsory Modules					
LW5007	PRSN5112	Fundamentals of Corporate Law	5	30	1 or 2
AF5003	PRSN5125	Taxation for Professional Accountants	5	15	1 or 2
AF5004	PRSN5105	Corporate Reporting 2	5	30	1 or 2
BM5012	PRSN5118	Managing Organisational Performance	5	15	1 or 2
AF5002	PRSN5111	Financial Assurance & Risk Management	5	15	1 or 2
BM5008	PRSN5101	Business Ethics	5	15	1 or 2

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Code		Title	Level	Credits	Term(s)
Stage 3 – BSc (Honours) year					
Compulsory Modules					
IL6005	PRSN6117	Technical Consultancy Project	6	30	2
AF6001	PRSN6101	Advanced Financial Management	6	15	1
BM6009	PRSN6113	Strategic Consultancy 1	6	30	2
IL6004	PRSN6105	Final Project	6	30	1
BM6010	PRSN6116	Sustainability	6	15	1

Stage 4 – Integrated Masters year (120 credits)					
Compulsory Modules					
BM7001	PRSN7111	Strategic Consultancy 2	7	30	1
AF70004	PRSN7100	Advanced Corporate Reporting	7	30	1
Technical options pool modules Students must select <i>60 credits</i> from the following:					
BM7008	PRSN7107	Strategic Financial Management	7	30	2
BM7007	PRSN7109	Strategic Performance Management	7	30	2
BM7006	PRSN7110	Strategic tax planning and advice (UK)	7	30	2
AF7003	PRSN7106	Leading Assurance Engagements	7	30	2

19 Work-Based Learning

Where disabled students are due to undertake a work placement as part of this course of study, a representative of the College will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

20 Support for Students and their Learning

- Pearson College London extended induction programme
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Course handbook
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing <https://www.pearsoncollegelondon.ac.uk/study/postgraduate/student-support.html>
- PCL Student Association <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

Academic and pastoral support

- At course commencement, students will be allocated a Personal Tutor, who will effectively act as their academic mentor. Students will be allocated a Personal Tutor at each level of the course.
- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies at the relevant level.
- Students will have an initial meeting with their Personal Tutor in the first few weeks of their studies as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students academic progress will be formally reviewed at least once per academic year by their Personal Tutor at the Annual Appraisal Meeting.
- Personal Tutors will keep records of the Annual Appraisal Meeting and other significant meetings with tutees which will be used when writing references.
- If a student experiences issues or problems which their Personal Tutor the student may contact the Head of Student Services.

Learning support

Students with specific learning support needs will be directed to the Registry to obtain advice and guidance on how to progress through their studies. This includes addressing any special needs requirements through appropriate Learning Contracts. Further information is available in the Student Handbook.

21 Entry Profile

The minimum age to study a degree course at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

Pearson College London aims to recruit students with a variety of backgrounds and perspectives, each of whom have the ability to succeed on the course, to make an active contribution to the student cohort and to the wider society on course completion. The entry routes are designed to assess an applicant's potential and motivation rather than solely their prior qualifications.

To achieve this aim there is a twin track admissions process:

Either UCAS tariff points and interview or Assessment Day and interview.

Tariff Points Route

The typical minimum entry requirements are:

For 2017/18 entry onwards: 120/128 UCAS tariff points from three level 3 qualifications, such as A

Level, BTEC, IB Diploma etc. and interview.

Assessment Day Route

This route aims to widen participation responsibly beyond the traditional constituency which historically participates in higher education, enabling the College to admit students with the potential to achieve the learning outcomes set for their chosen degree courses and successfully graduate from the College, regardless of their prior record of academic achievement.

The vehicle for assessing whether such students do have this potential is the Assessment day. The Assessment Day comprises a series of tests and an interview, designed to assess the following:

Numerical, verbal and non-verbal reasoning
Critical thinking skills
Written communication skills
Oral communication skills
Motivation to study the chosen subject
Motivation and suitability for study in the unique environment of Pearson College London

Currently, we use the following tests for these purposes alongside the interview:

- A piece of written work set on the day
- The Core Abilities Test <https://login.talentlens.co.uk/v2/RPRHMBKHHU>
- The Watson Glaser critical thinking test <https://login.talentlens.co.uk/v2/YYJZAZMUAT>

Interview

The College interviews applicants to assess their potential to succeed on the course, taking into account their attitude and motivation, as well as their academic potential and experience. The interview is also important to ensure that students understand as much as possible about studying at Pearson College London before deciding whether to accept any offer of a place.

All applicants are interviewed regardless of their qualifications and experience (and regardless of whether they are being assessed under the tariff point route or the assessment day route).

Non-Native English Speakers

Non-native English speakers must demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTSs, minimum 6.0 reading and writing or Pearson Test of English 61 overall, with reading and writing 54 and no other sub score lower than 51.

Diversity

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the College during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

RPL

Students may be admitted at Stage 2 or Stage 3 of the course, or may gain exemptions from particular modules, based on RPL. Such cases are subject to prior approval by the University of

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Kent according to its RPL process see:

<https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexr-rpl.pdf>

21.2 What does this course have to offer?

Key features of the course:

Students on the course will have the opportunity:

- To study at a place (face to face in the classroom or online) of their choosing
- To study modules designed and delivered with direct employer input
- To become part exam-qualified professional accountants with the ACCA for those exiting with a BSc (hons).
- To become fully exam-qualified professional accountants with the ACCA for those exiting with an Integrated Masters
- Design of the course included industry and student involvement through the College's Design Concept Team (DCT) approach in both curriculum but also the approach to learning, teaching and assessment.

21.3 Personal Profile

A typical applicant might be expected to demonstrate at the commencement of his/her studies the following:

- a general interest in business and managing organisations
- a strong interest in developing a career in accountancy
- a willingness to be good at working with others
- good oral and written communication skills
- a willingness to build knowledge across all aspects of business management
- appropriate levels of numeracy and/or a willingness to develop them a willingness to acquire relevant IT skills

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual course and module monitoring reports (Annex E)
- External Examiners system (Annex K)
- Periodic review (Annex F)
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework
- QAA Higher Education Review
- External accreditation by ACCA

22.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:

- Board of Studies
- Divisional Committee
- Education and Academic Studies Committee
- Education and Student Experience Board
- Board of Examiners

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Committees at Pearson College London include:

- Student Voice Forum
- Admissions, Progression, Retention and Attainment Committee
- Review and Enhancement Committee
- Research, Scholarship and Innovation Committee
- Academic Board
- School Board
- Governing body
- Executive Team

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Student Voice Forum
- Student representation system
- Annual NSS (from 2017 onwards) and PCL internal annual student surveys

22.4 Staff Development priorities include:

- Annual Appraisals
- Academic Practice Provision
- Institutional Level Staff Development Programme
- Study Leave
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Course team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness
- Opportunities to return to practice and engage with industry

23 Indicators of Quality and Standards

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Accountancy (2016), Finance (2016) and Business and Management (PG) (2015)
- Requirements of Association of Chartered Certified Accountants (ACCA)
- PCL Plan/Learning and Teaching Strategy
- Staff research activities
- Kent Inclusive Practices

24 Inclusive Course Design

Pearson Business School recognises and has embedded the expectations of current equality legislation, by ensuring that the course is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

This version of the template updated September 2020

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Module Mapping: *BSc Professional Accounting in Business, Integrated Masters in Advanced Professional Accounting in Business*

	Stage 1						Stage 2						Stage 3						Stage 4														
	Principles of Management reporting and decision	Principles of Corporate reporting	Introduction to Business Economics	Business Mathematics	Principles of Business		Fundamentals of Corporate Law	Taxation for Professional accountants	Corporate Reporting 2	Managing Organisational	Financial Assurance & Risk Management	Business Ethics	Technical Consultancy Project	Advanced financial Management	Strategic consultancy 1	Final Project	Sustainability & Purposeful Business			Strategic consultancy2	Advanced Corporate Reporting	Strategic Financial Management	Strategic Performance Management	Strategic Tax & Planning advice	Leading Assurance Engagements	Data & Predictive Analytics	Advanced Risk & Digital Decision	Leadership & change Management	Contemporary Project	Innovation & Entrepreneurship			
Course Learning outcomes																																	
Knowledge and Understanding:																																	
A1	X				X				X	X	X	X		X					X		X												
A2	X	X					X	X	X	X	X	X							X	X	X	X	X	X									
A3			X		X				X		X	X	X	X		X			X	X	X	X	X	X									
A4			X		X							X	X						X	X	X		X										
A5					X				X			X							X														
A6							X					X							X														
A7	X						X				X	X		X					X														
Intellectual Skills:																																	
B1			X		X				X	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
B2					X							X			X				X														
B3														X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	
B4	X	X		X	X				X	X		X		X					X		X			X									
B5												X							X														
B6												X							X														
B7												X							X														
Subject-specific Skills:																																	
C1	X	X		X			X	X		X		X	X	X					X	X	X	X	X	X									
C2		X						X				X								X													
C3	X				X			X				X	X	X					X	X	X	X											
C4	X											X		X							X												
C5					X		X					X	X						X		X												

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C6	X											X							X	X									
C7		X						X												X									
C8		X						X													X								
C9		X						X														X							
C10										X									X	X	X	X							
C11				X	X							X	X	X					X	X	X	X	X	X	X	X	X	X	X
C12																			X	X									
C13																			X			X							
Transferable Skills:																													
D1	X	X	X	X	X			X	X		X	X	X		X	X			X		X	X	X	X	X	X	X	X	X
D2									X			X							X	X	X	X	X	X	X	X	X	X	X
D3					X							X	X		X		X		X										
D4					X																	X							
D5	X	X		X		X							X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
D6					X							X	X		X	X					X		X	X					
D7					X							X	X		X	X	X												
D8				X	X														X										
D9																			X	X	X	X	X	X	X	X	X	X	X