

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Bournemouth University Business School
Final award(s), title(s) and credits Cert HE Accounting and Finance DipHE Accounting and Finance BA (Hons) Finance All Awards require 360 credits (180 ECTS)	
Intermediate award(s), title(s) and credits A Certificate in Higher Education (Cert HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4. A Diploma in Higher Education (Dip HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4 and 120 credits (60 ECTS) achieved at Level 5.	
UCAS Programme Codes (tbc) TBC	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100107
External reference points <ul style="list-style-type: none"> • Alignment with the QAA UK Quality Code for Higher Education, 2018 including: <ul style="list-style-type: none"> ○ Accounting Benchmark (February 2016) ○ Finance Benchmark (February 2016) • Principles for Responsible Management Education (PRME) • UN Sustainable Development Goals (UNSDG) • World Economic Forum • Chartered Financial Analyst (CFA) Curriculum 	
Professional, Statutory and Regulatory Body (PSRB) links Association to Advance Collegiate Schools of Business (AACSB) Association for Chartered Certified Accountants (ACCA) Chartered Institute of Management Accountants (CIMA) Institute of Chartered Accountants in England and Wales (ICAEW)	
Places of delivery Bournemouth University	
Mode(s) of delivery Full-Time Sandwich Full-Time	Language of delivery English
Typical duration 4 Years (Full-Time Sandwich) 3 Years (Full-Time)	
Date of first intake	Expected start dates

September 2020	September
Maximum student numbers Not applicable	Placements <u>Full-Time Sandwich</u> <ul style="list-style-type: none"> • Compulsory 30-week (minimum) Placement in Year 3 (Level P); • Placement must be full-time, in a position of meaningful responsibility and formally approved by BU; • Placement must normally comprise no more than two separate internships; • Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures; • Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme. <u>Full-Time</u> <ul style="list-style-type: none"> • Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub.
Partner(s) Not Applicable	Partnership model Not applicable
Date of this Programme Specification March 2023	
Version number 1.7-0923	
Approval, review or modification reference numbers E20181931, approved 23/09/2019 FM1920 06, approved 25/11/2019, previously v1.0 EC2021 01, approved Sept 2020 FM2021 17, approved 05/05/2021, previously v1.1 FM2021 18, approved 05/05/2021, previously v1.2 EC2122 03, approved 05/11/2021 BUBS2122 19 and BUBS2122 21 approved 17/02/2022, previously v1.3 BUBS2122 24, approved 24/02/2022, previously v1.4 BUBS2223 02, approved 10/10/2022, previously v1.5 EC 2223 02 EC 2223 29, approved 06/01/2023 BUBS2223 14, approved 16/03/2023, previously v1.6	
Author Suranjita Mukherjee	

PROGRAMME STRUCTURE

The BA (Hons) Finance programme aims to provide students with specialist knowledge in the area of finance, whilst ensuring that students are able to develop their key professional, intellectual and inter-personal skills which will prepare them for professional work in the area of finance. With this in mind, the programme has been structured to align with the Chartered Financial Analyst (CFA) programme, specifically Level 1 and 2. This will mean that students will be able to link their unit learning outcomes with the learning outcomes of the CFA Level 1 and Level 2 exams.

The programme has been developed according to the principles of 'deferred choice' and 'personalisation', to optimise opportunities for students to tailor their studies according to their personal preferences, academic strengths and future career aspirations. As the aim is to train students to be able to successfully complete professional level exams in the area of finance, the optionality starts from Level 6, so that all the CORE subject Knowledge and practical skills can be developed by Level 5. This flexibility in the programme will give students an optionality in choosing their specialist finance subject areas from Level 6, allowing them to tailor their degree in accordance with their career aspirations.

Accreditation by the major accounting professional bodies (ACCA, CIMA and ICAEW) has been granted, providing graduates with the opportunity of continuing their studies in the accounting field. These exemptions will continue to be applied for when necessary, as required by the professional bodies when their syllabi change.

The programme will produce graduates who have developed the skills employers are asking for, including inter-personal, communication and information technology skills. These requirements are evidenced by a number of studies identifying the changing skills of the Accountancy profession, which suggest that employers are increasingly looking for the 'softer' skills of communication, general management and technological adeptness (Ref: [ICAEW Research 2016](#); [Finance & Management Magazine, Issue 251, February 2017](#)). While technical accounting skills are still valued, leadership skills, ethics, emotional intelligence, communication skills, adaptability and resilience were highlighted as key skills going forward.

This programme is designed to allow students to develop skills in Commercial Awareness - gaining a broad, relevant and commercial perspective of the corporate environment. Today's professionals need an understanding of business and demonstrate the ability to understand the role of accounting, law, strategy, economics, statistics and finance in their professional decision-making. With this in mind students will undertake a Level 4 unit: Business Context, which will enable students to see the impact of the afore-mentioned areas whilst they set up a company and write a business proposal. The unit will also introduce softer-skills of team working, communication, ethics and adaptability as part of their learning process.

Programme Award and Title: BA (Hons) Finance									
Year 1/Level 4									
Students are required to complete all 6 credit bearing core units									
Unit Name	Core / Option	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Exam 2	Cwk 1	Cwk 2			
Law for Accounting and Finance	Core	20	30	70			40	1.0	100482
Economics for Accounting and Finance	Core	20	30	70			40	3.0	100451
Introduction to Accounting	Core	20	25	75			40	3.0	100105
Quantitative Analysis	Core	20	60		40		40	1.0	100406
Introduction to Financial Markets	Core	20	70		30		40	1.0	100107
Business Context	Core	20	70		30		30	1.0	100079
<p>Progression requirements: To proceed to Level 5, students must normally achieve 120 Level 4 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> <p>Exit qualification: A Certificate in Higher Education (Cert HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 4.</p>									

Year 2/Level 5									
Students are required to complete 6 Core units									
Unit Name	Core / Option	No. of Credits	Assessment Element Weightings				Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Exam 2	Cwk 1	Cwk 2			
Management Accounting	Core	20	30	70			40	1.0	100104, 100836
Financial Reporting	Core	20	70		30		40	1.0	100845
Accounting Information Systems	Core	20			50	50	40	1.0	100754, 100755
Corporate Financial Management	Core	20	70		30		36	1.1	100832
Asset Valuation	Core	20	30	70			40	1.1	100107
Money, Banking and Financial Services	Core	20			40	60	40	2.1	100107, 100449, 100827
<p>Progression requirements: To proceed to Placement (Full-Time Sandwich) or Level 6 (Full-Time), students must normally achieve 120 Level 5 credits. Students who have failed 20 credits, or exceptionally 40 credits, may progress to the next stage where the Assessment Board allows the student to carry the credit into the subsequent level for the next reassessment opportunity.</p> <p>Exit qualification: A Diploma in Higher Education (Dip HE) in Accounting and Finance is awarded to a student who exits with 120 credits (60 ECTS) achieved at Level 5 and 120 credits at Level 4.</p>									

Year 3/Level P - Optional placement year in industry/business

An optional sandwich placement may be taken between levels 5 and 6. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

- Optional 30-week (minimum) Placement in Year 3 (Level P);
- Placement must be full-time, in a position of meaningful responsibility and formally approved by BU;
- Placement must normally comprise no more than two separate internships;
- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures.
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Progression requirements: Satisfactory completion of at least 30 weeks of an industry placement. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Year 3/Level 6

Students are required to complete 3 credit bearing core units and 3 optional unit. 1 Unit from Option Block A, 1 unit from Option Block B, and 1 unit from Option Block C.

The non-credit bearing Personal and Professional Development Portfolio unit is not a requirement for the award of BA (Hons) Finance. A pass/fail mark will be awarded for this unit.

Unit Name	Core / Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Personal and Professional Development Portfolio	Core	0		Pass /Fail	Pass /Fail	8	1.0	
Risk Modelling and Management	Core	20	50	50		40	3.0	101040, 100835
Investment Management	Core	20	100			40	3.0	100828
Contemporary Issues in Accounting and Finance Research	Core	20		100		30	1.0	100962, 100105, 100107
Option Block A								
Advanced Accounting Theory and Practice	Option	20	60	40		40	3.0	100104,10 0845
Entrepreneurship and Business Ventures	Option	20		100		40	1.0	101221
Perspectives on Business Strategy	Option	20	70	30		40	3.0	100812
Public Finance and Policy	Option	20		50	50	35	1.0	100601
Option Block B:								
Financial Regulation	Option	20		100		35	3.0	100107
Corporate Social Responsibility and Environmental Reporting	Option	20	60	40		40	1.0	100104, 101048
Derivatives and Alternative Investment	Option	20	100			40	1.0	100107
Option Block C:								
Research Study	Option	20		100		12.5	3.1	100962
Company Study	Option	20		50	50	30	3.0	100079
Exit qualification: BA (Hons) Finance								

Sandwich Award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a 30 week placement

Full Time Award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Finance programme has been developed in accordance with the Subject Benchmark Statement for Finance (February 2016), which states that the purpose of Finance programmes are:

- To ensure students have a thorough understanding of the *workings of national and international capital markets and the interaction between such markets and economic units, such as households, firms, financial institutions and governments.*
- To enable students to understand the *design and operation of financial systems (which include banks, stock exchanges, financial intermediaries, financial institutions, and governments), structures and instruments and, in particular, to understand the pricing of financial assets, the measurement and management of risk, and the possibilities for optimising the behaviours of firms, financial institutions and individuals.*
- To ensure that students are *aware of the potential ethical and social dimensions of financial activities and systems, and not merely the economic.*
- To be able to demonstrate that students have a *reasonable knowledge of accounting practices and the principles of taxation, and their effect on the firm, is required.*

The provision has been informed by a wide range of internal and external reference points, including:

- BU Business School Industry Advisory Board
- BU Centre for Excellence in Learning
- Principles for Responsible Management Education (PRME)
- The UK Quality Code for Higher Education
- UN Sustainable Development Goals (UNSDG)
- The World Economic Forum

The design of the Programmes has also been informed by the expectations and requirements of the following Professional, Statutory and Regulatory Bodies:

- The Association to Advance Collegiate Schools of Business (AACSB)
- The Association for Chartered Certified Accountants (ACCA)
- The Chartered Institute of Management Accountants (CIMA)
- The Institute of Chartered Accountants in England and Wales (ICAEW)

With this in mind, The Finance Programme at Bournemouth University aims to develop students who are able to:

- demonstrate subject knowledge of the main financial theories and can apply them in a structured simulation/case study/company for a given data and a given purpose;
- appreciate of the nature of the context and institutional framework in which finance operates and be able to use their subject knowledge to understand the economic, political, regulatory and social environments in which finance and financial services operates, and the ethical considerations embedded in these operations;
- display reasonable competency in the interpretation of financial data and carry out straightforward statistical and financial analysis and then demonstrate the ability to relate empirical evidence to finance theory with a reasonable understanding of the significance and limitations of such evidence.

Furthermore, Bournemouth University's Finance programme aim to develop critically informed, responsible, versatile, agile and resourceful graduates who:

- possess the knowledge, skills, values, behaviours and personal attributes to manage effectively in a range of dynamic organisational contexts;
- are critically aware of the wider impact of decisions on organisational stakeholders and society;
- have highly-developed team-working, communication, interpersonal, problem-solving and research skills;
- are able to independently manage their own learning, personal and professional development.

Graduates from these programmes will be able to operate professionally and effectively in a range of industrial, commercial and professional contexts, and improve an organisation's ability to perform, change and compete. Their subject-specific knowledge, combined with strong interpersonal, managerial and practical competencies will allow them to pursue management opportunities across a wide spectrum of roles, organisations and sectors, both at home and internationally.

Emphasis within all programmes is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge. Throughout their studies, students are required to engage critically, by considering such issues as the social, ethical and political impact of decisions, managing diversity, being globally aware, and dealing with uncertainty and ambiguity. Students are encouraged to develop their full potential in a challenging, enterprising and stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

The development of personal and professional effectiveness, employability skills, global awareness and responsible citizenship features prominently throughout the programme, requiring students to critically reflect upon, and evidence, *inter alia*:

- Ability to build and maintain relationships, and work collaboratively, both internally and with external customers, with an awareness of mutual interdependence;
- Ability to value diversity and work with people from a range of backgrounds and cultures;
- Effective performance within a team environment, including leadership, followership, negotiation, team building, influencing and project management skills;
- Effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes;
- Emotional intelligence and empathy;
- Conceptual and critical thinking, analysis, synthesis and evaluation;
- An understanding of, and commitment to, ethical management, sustainability and responsible business practice;
- Self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time;
- Self-reflection, self-analysis, self-awareness and a commitment to personal and professional development.

The way this will be achieved is with emphasis on the curriculum design firstly –

1. Using a 'patch-work' style of assessment at Level 4 in the unit Business Context, which will allow students to utilise their prior-learning in Law, Accounting, Economics, Finance and Quantitative Analysis and apply it to writing a business proposal. Thus demonstrating their ability to translate and apply theoretical knowledge to the world of business.
2. Students will be undertaking a placement workshop during induction week at Level 5 and the first week of Semester 2 of Level 5, which will allow student to gain employability skills that will equip them for their placement interviews and subsequent roles.
3. The inclusion of Masterclasses in research topics in accounting and finance and the acquisition of knowledge and understanding of extant research methodology approaches at Level 6, will provide students will professional level transferable skills.

4. Ensuring that subject areas that contribute to the UN's Sustainable Development Goals like corporate social responsibility, ethics, corporate governance and risk management are embedded in the curriculum.

The department has also established strong links with professional and industrial organisations over the past 25 years and formalised this relationship by establishing a strategic alliance with 10 partners in the accounting and finance industry formally known as our Partners-in-Learning (PiL). Our PiL have promised our students their time and expertise on a continuous basis through a variety of activities including guest lectures, skills workshops, in-house open days, mock assessment centres and interviews, and placement and graduate scheme opportunities. We work with them to develop the courses we offer, and to secure excellent placement opportunities for our students and are also currently serving on the BU Business School's Industry Advisory Board (IAB). Below are the 10 organisations in accounting and finance who are part of this strategic alliance -



The programme will therefore build on the research, teaching and professional links that already exist within the department to enhance the strategic focus on FUSION.

The programme will focus on introducing and developing knowledge and skills necessary to help graduates deliver the future needs of the business community by gaining maximum exemptions from ICAEW and ACCA; enhancing their ability to amalgamate the knowledge gained from various subject areas (which will be achieved through the introduction of linked assessment between units); introduction of new accounting software SAP (Enterprise Resource Planning – students will then see how different business processes feed into accounting and finance function); enhancing their academic critical reflection in the area of accounting and finance (through the introduction of a contemporary issues unit which will focus on research development skills by fostering an appreciation of extant academic work in the area; thus drawing upon in-house expertise and promoting FUSION in practice and foster co-creation); ensuring that subject areas that contribute to the UN's Sustainable Development Goals like corporate social responsibility, ethics, corporate governance and risk management are embedded in the curriculum. The programme will put an emphasis not only on the theory of accounting and finance, but the ability of students to apply that knowledge in the current global context, with particular emphasis on professional practice.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Finance Programme is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1-3; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1-3; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1-2; C2-3; C5; D1; D3; D4; D7);
- Our students develop a critical understanding of ethical management, corporate governance and social responsibility, sustainability, and responsible business practice (A4; A6; C2; C6; D5; D8);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A3; A5-6; C6).

Additionally, our programmes align with other key BU priorities, as follows:

- All programmes align with BU's *Common Academic Structure*;
- In accordance with BU's Academic Regulations, Policies and Procedures, all our programmes have entry and exit points at the beginning and end of each Level;
- In order to allow students to better personalise their studies, the programmes are structured according to the principle of deferred choice, enabling students to tailor their studies according to their personal preferences, academic strengths and future career aspirations;
- Our assessment strategy has been fully aligned with the *6C Principles of Assessment Design Policy*, except where PSRB requirements determine otherwise;
- Our programmes align with BU's internationalisation agenda in several ways:
 - the international focus of our curricula ensures that our students understand their subject specialism in a global context;
 - they provide opportunities for students to study and/or work abroad;
 - Direct entry onto Level 5 or Level 6 is permitted on the basis of Recognition of Prior Learning / Recognition.
- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment;
- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Excellence in Learning' (CEL), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and a multiple of other dynamic and innovative pedagogical approaches are embedded within the programmes;
- In line with BU's commitments to responsibility and sustainability, the Business and Management curriculum is delivered in accordance with the Principles for Responsible Management Education (PRME), as well as with the UN Sustainability Development Goals (UNSDG).

LEARNING HOURS AND ASSESSMENT

Bournemouth University's taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The credit value of all Finance units are 20 credits.

20 credits equates to 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 Bournemouth University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, demonstrations, lab sessions, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g. via email, Brightspace and other forms of technology.

The number of contact hours for most taught Finance units is normally equivalent to 40 hours. However, on units with a particularly strong focus on independent learning and/or group-based assessment, and which seek to simulate real life scenarios, the number of contact hours may be fewer. For example, the following units will typically include 30/35 hours of contact:

- Business Context (L4)***
- Contemporary Issues in Accounting and Finance (L6)***
- Research Study (L6)***
- Company Study (L6)***
- Financial Regulation (L6)***

The assessment workload for a unit takes into account the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit normally consists of 3,000 words or equivalent, except where PSRB requirements determine that the assessment load must be greater. Where this is the case, the Unit Specification will specify the assessment load and associated PSRB.

Level 6 units like Research Study and Company Study are distinct from other assessment types, in that the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff and others who have relevant expertise, including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

Since our Finance programme focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

The programme outcomes are referenced to the QAA Subject benchmark statements for Finance (2016) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<p>A: Subject knowledge and understanding</p> <p>This Programme / Level 6 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
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<p>A1 diverse and dynamic contexts, environments and responsible approach to the financial and business environment;</p> <p>A2 of theories, concepts, and principles relevant to the accounting and finance environment;</p> <p>A3 of how to apply finance and financial accounting theory to real 'live' companies or cases in a national or international context;</p> <p>A4 examine the role of finance within society and the ethical implications for an accounting professional;</p> <p>A5 the scope and limitations of current knowledge, understanding and practices;</p> <p>A6 develop an understanding of finance in its wider context through the choice of options.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1-A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6); • project (A1 – A6).
<p>B: Intellectual skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>B1 develop high level powers of analysis and of verbal and written reasoning;</p> <p>B2 demonstrate an ability to synthesise complex ideas and theories;</p> <p>B3 be able to evaluate conflicting arguments and ambiguity and draw conclusions supported by evidence;</p> <p>B4 demonstrate an appropriate level of intellectual development as seen in their creativity, analytical ability and resourcefulness;</p> <p>B5 demonstrate an ability to apply appropriate research techniques to new areas.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • guided study (B1 – B5); • use of the VLE (B1 – B5); • independent study (B1 – B5); • collaborative learning (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B5); • collaborative assessment (B1 – B5); • examinations (B1 – B5); • digital artefacts (B1 – B5); • presentations (B1 – B5); • simulations / role plays (B1 – B5); • project (B1 – B5).
<p>C: Practical skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to</p>

	demonstrate the Programme / Level 6 learning outcomes:
<p>C1 apply financial theory and research methodologies on topics to complex problems whilst developing the skills to contextualize these in a business setting;</p> <p>C2 communicate professionally in a range of different contexts and scenarios, using a variety of media / channels;</p> <p>C3 locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements;</p> <p>C4 analyse complex real data in both quantitative and descriptive forms and be able to present it in the appropriate format.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C4); • seminars (C1 – C4); • guided study (C1 – C4); • use of the VLE (C1 – C4); • independent study (C1 – C4); • collaborative learning (C1 – C4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1 – C4); • collaborative assessment (C1 – C4); • examinations (C1 – C4); • digital artefacts (C1 – C4); • presentations (C1 – C4); • simulations / role plays (C1 – C4); • project (C1 – C4).
<p>D: Transferable skills</p> <p>This Programme / Level 6 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Programme / Level 6 learning outcomes:</p>
<p>D1 operate professionally and effectively using appropriate formats and conventions, working both independently and with others;</p> <p>D2 be independent and reflective learners whilst demonstrating the ability to work as analysts;</p> <p>D3 engage in a high-level interpersonal skills, demonstrating proficiency in effective listening, negotiation, conflict resolution and resilience;</p> <p>D4 demonstrate skills in IT appropriate for the accounting and financial work environments;</p> <p>D5 deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use as appropriate of a problem-solving approach;</p> <p>D6 research both primary and secondary sources in a manner appropriate to the subject area.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D6); • seminars (D1 – D6); • guided study (D1 – D6); • use of the VLE (D1 – D6); • independent study (D1 – D6); • collaborative learning (D1 – D6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1 – D6); • collaborative assessment (D1 – D6); • examinations (D1 – D6); • digital artefacts (D1 – D6); • presentations (D1 – D6); • simulations / role plays (D1 – D6); • project (D1 – D6).

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

<p>A: Knowledge and understanding</p> <p>Level 5 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>A1 demonstrate a knowledge and understanding of the three core areas of asset valuation, financial accounting and financial management;</p> <p>A2 develop a thorough appreciation of different business tax planning techniques;</p> <p>A3 appreciate the role of a financial manager/analyst within the business decision-making environment;</p> <p>A4 develop a knowledge of financial market information and its dynamics with the economic environment;</p> <p>A5 be able to apply appropriate techniques to given situations and evaluate their effectiveness;</p> <p>A6 demonstrate their competence in providing decision support through the use of appropriate statistical and managerial techniques.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1 – A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6); • project (A1 – A6).
<p>B: Intellectual skills</p> <p>Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>B1 demonstrate the higher order skills of analysis, evaluation and appraisal;</p> <p>B2 understand and appreciate the rules and regulations which govern the accounting and financial sectors;</p> <p>B3 select appropriate techniques for analysing and interpreting results;</p> <p>B4 formulate appropriate responses to resolve well-defined and abstract problems;</p> <p>B5 apply a range of theories and concepts to a variety of business and social constructs.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • guided study (B1 – B5); • use of the VLE (B1 – B5); • independent study (B1 – B5); • collaborative learning (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B5);

	<ul style="list-style-type: none"> • collaborative assessment (B1 – B5); • examinations (B1 – B5); • digital artefacts (B1 – B5); • presentations (B1 – B5); • simulations / role plays (B1 – B5).
<p>C: Practical skills</p> <p>Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>C1 demonstrate skills in dealing with more complex accounting issues, including groups, internal accounting, analysis and projections;</p> <p>C2 have developed an understanding of the financial interface with the broader environment;</p> <p>C3 apply and analyse techniques and strategies to assist organisations in their investment decisions;</p> <p>C4 apply current UK and International (where appropriate) accounting standards to the final accounts of companies;</p> <p>C5 demonstrate information and retrieval skills;</p> <p>C6 use specialised accounting packages.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C6); • seminars (C1 – C6); • guided study (C1 – C6); • use of the VLE (C1 – C6); • independent study (C1 – C6); • collaborative learning (C1 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1 – C6); • collaborative assessment (C1 – C6); • examinations (C1 – C6); • digital artefacts (C1 – C6); • presentations (C1 – C6); • simulations / role plays (C1 – C6).
<p>D: Transferable skills</p> <p>Level 5 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 5 learning outcomes:</p>
<p>D1 demonstrate further development of independent and self-managed learning;</p> <p>D2 communicate effectively in both written and verbal form;</p> <p>D3 demonstrate problem solving skills;</p> <p>D4 work both independently and in groups with staff and students;</p> <p>D5 develop practical applications in the use of information technology;</p> <p>D6 effectively utilise research skills;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1 – D7); • seminars (D1 – D7); • guided study (D1 – D7); • use of the VLE (D1 – D7); • independent study (D1 – D7); • collaborative learning (D1 – D7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1 – D7);

<p>D7 be reflective learners, able to analyse their strengths and weaknesses.</p>	<ul style="list-style-type: none"> • collaborative assessment (D1 – D7); • examinations (D1 – D7); • digital artefacts (D1 – D7); • presentations (D1 – D7); • simulations / role plays (D1 – D7).
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES (please also refer to Programme-specific Programme Specifications)

<p>A: Knowledge and understanding</p> <p>Level 4 provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>A1 acknowledge of the underlying concepts and principles of accounting;</p> <p>A2 an understanding of the legal framework, principles and concepts;</p> <p>A3 an understanding of fundamental economic concepts and principles;</p> <p>A4 an understanding of the workings of business practices;</p> <p>A5 a basic understanding of mathematical concepts and techniques appropriate for students of accounting and finance;</p> <p>A6 a foundation knowledge of information sources and research skills.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1 – A6); • seminars (A1 – A6); • guided study (A1 – A6); • use of the VLE (A1 – A6); • independent study (A1 – A6); • collaborative learning (A1 – A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (A1 – A6); • collaborative assessment (A1 – A6); • examinations (A1 – A6); • digital artefacts (A1 – A6); • presentations (A1 – A6); • simulations / role plays (A1 – A6).
<p>B: Intellectual skills</p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>B1 apply a rigorous approach to the acquisition of a broad knowledge base relevant to accounting and finance;</p> <p>B2 identify, locate and extract data from appropriate information sources;</p> <p>B3 analyse data and draw reasoned conclusions;</p> <p>B4 collect, collate and categorise ideas and information in a prescribed format;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • guided study (B1 – B5); • use of the VLE (B1 – B5); • independent study (B1 – B5); • collaborative learning (B1 – B5).

<p>B5 demonstrate an awareness of the appropriate terminology of the Level subject areas.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (B1 – B5); • collaborative assessment (B1 – B5); • examinations (B1 – B5); • digital artefacts (B1 – B5); • presentations (B1 – B5); • simulations / role plays (B1 – B5).
<p>C: Practical skills</p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>C1 apply key economic principles to the analysis of events and business;</p> <p>C2 demonstrate an appreciation of how businesses are organised and managed;</p> <p>C3 apply key legal principles relevant to the business environment;</p> <p>C4 use industry standard Information Technology applications such as spreadsheets and databases;</p> <p>C5 carry out information gathering and basic research using printed and on line sources;</p> <p>C6 an ability to apply techniques to solve problems in accounting, finance and economics;</p> <p>C7 demonstrate a broad understanding of the information requirements of users of accounts, both internal and external to the organization.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1-C7); • seminars (C1-C7); • guided study (C1-C7); • use of the VLE (C1-C7); • independent study (C1-C7); • collaborative learning (C1-C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (C1-C7); • collaborative assessment (C1-C7); • examinations (C1-C7); • digital artefacts (C1-C7); • presentations (C1-C7); • simulations / role plays (C1-C7).
<p>D: Transferable skills</p> <p>Level 4 provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the Level 4 learning outcomes:</p>
<p>D1 Develop the basic skills of communication, both oral and written.</p> <p>D2 Develop the basic skills of information technology and their interface with accounting and financial information.</p> <p>D3 Demonstrate numeracy skills, including the ability to manipulate financial and other numerical data.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1-D7); • seminars (D1-D7); • guided study (D1-D7); • use of the VLE (D1-D7); • independent study (D1-D7); • collaborative learning (D1-D7).

<p>D4 Demonstrate interpersonal skills by working effectively in collaboration with others, including staff and students</p> <p>D5 Write structured essays/reports demonstrating an appreciation and selection of appropriate theoretical approaches</p> <p>D6 Deliver work to a given length, format, brief and deadline</p> <p>D7 Demonstrate a capacity for independent and self-managed learning.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays / reports (D1-D7); • collaborative assessment (D1-D7); • examinations (D1-D7); • digital artefacts (D1-D7); • presentations (D1-D7); • simulations / role plays (D1-D7).
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations: <https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

Applicants may be allowed to enter this Programme with or without advanced standing on the basis of completion of courses offered by partner providers. Details of approved partner providers, accepted qualifications and agreed entry criteria are available via the [recognition register](#).

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes, through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

In order to take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens students will be informed and supported by the Faculty as early as possible.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: <https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

Full-Time Sandwich Mode

Students who opt to study the Programme in Full-Time Sandwich mode undertaking a Placement in Year 3 (Level P), which must meet the following criteria:

- minimum of 30 weeks;
- full-time;
- in a position of meaningful responsibility;
- formally approved by BU;
- comprise no more than two separate internships.

The Placement helps students:

- synthesise and integrate their learning;
- enhance their personal and professional effectiveness;
- further develop their employability skills;
- develop their critical skills, through exposure to the application of tools and techniques in a variety of real scenarios;
- critically reflect upon career choices and direction;
- showcase their talents to a potential Graduate employer;
- shape the nature and subject of their final-year subject specialisation;
- refine their ideas in respect of the Level 6 Project.

The Placements team maintains contact with a large and growing network of organisations that regularly turn to the BU Business School to recruit placement students. Placements can be anywhere in the world, although experience shows that the majority of students find jobs that are UK-based. Placements are carefully screened to ensure that they provide the student with an appropriate, relevant and sufficiently challenging work experience.

Students are primed to begin thinking about Placement search from Level 4 Induction, during which they undertake an Employability Skills Audit and will be encouraged to develop a Personal and Professional Development Plan (PPDP). Then within the 'Business Context' unit in Semester 2, they are required to develop a professional online Profile, as well as a conventional CV whilst setting up their groups' 'first business venture' to help them contextualise the amalgamation of their employability skills. The aim is to provide students with a business-simulation approach to their PPDP.

Furthermore, In the first week before they start their Level 5 units they are required to attend a series of workshops – 'Placement Training' - which will be aimed at delivering Communication skills, CV and Cover Letter writing skills, Resilience Building, Negotiation Skills and Interview Skills necessary for students to excel at finding employment. At the start of their 2nd semester at L5, students are further exposed to a range of contemporary recruitment and selection processes, through a series of simulated activities, so that they feel confident and equipped in respect of application procedures, interview techniques, and contemporary recruitment processes, such as assessment centres. Completion of these sessions will be the students responsibility and will form part the required assessment to ensure successful completion of a placement.

In preparation for the Placement, specialist Placements and Careers staff support and advise students on job search, CVs, application procedures, interview techniques and self-presentation. The Level 5 Assessment Board determines students' eligibility to progress to Placement. In the case of international students, progression is subject to UK Border Agency regulations and policies.

During their Placement, each student receives ongoing support from a specialist Placement Development Advisor (PDA), who will hold a review meeting with each student whilst they are on Placement. PDAs are crucial members of the Programme Team, as they support and advise students in the development of their Personal and Professional Development Portfolio (PPDP). Students also receive support via other communication channels such as e-mail, telephone and the VLE.

Having completed the Placement, the student is expected to demonstrate:

- an appreciation of organisational processes and practices;
- a critical awareness of the competencies required to manage organisational tasks;
- the ability to adapt and apply academic skills to a professional working environment;
- the ability to manage her/his own personal development and learning effectively as an individual and as part of a team;
- the ability to reflect on experience (reflection on action), personal and professional development.

Exemptions

- Students with prior work experience may be considered for exemption from Placement in accordance with BU's Policies and Procedures;
- Students wishing not to undertake a Placement may transfer to the Full-Time (3-year) programme.

Full-Time Mode

Students undertaking this route are encouraged to secure shorter-term and/or part-time work experience through opportunities promoted via MyCareerHub. They will still be required to attend and complete the *Placement Training* before they successfully complete their placements.

In view of the fact that Graduate employers place greater emphasis on students having undertaken a Placement as part of their Degree, students opting to not do a Placement, and to complete the Programme in Full-Time mode, will be counselled on the implications for their careers of choosing this route.

Programme Skills Matrix

UNITS		Programme Intended Learning Outcomes																							
		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6		
L E V E L 6	Risk Modelling and Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Contemporary Issues in Accounting and Finance Research	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Investment Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Company Study	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Research Study	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Derivatives and Alternative Investment	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Financial Regulation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Corporate Social Responsibility and Environmental Reporting	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Entrepreneurship and Business Ventures	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Advanced Accounting, Theory and Practice	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Perspectives on Business Strategy	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	L E V E L 5	Public Finance and Policy	*	*	*		*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	
Personal and Professional Development Portfolio															*			*		*	*				
Asset Valuation		*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Accounting Information Systems		*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	
Money, Banking and Financial Services		*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	
Financial Reporting		*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
L E V E L 4	Corporate Financial Management	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
	Management Accounting	*	*	*		*		*	*	*	*	*	*	*		*	*	*	*	*		*	*		
	Introduction to Accounting	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*		
	Economics for Accounting and Finance	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*		
	Law for Accounting and Finance	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*		*	*		
	Quantitative Analysis	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*		*	*	*		
4	Introduction to Financial Markets	*	*	*		*		*	*	*	*	*	*	*	*	*	*	*	*		*	*	*		
	Business Context	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. diverse and dynamic contexts, environments and responsible approach to the financial and business environment; 2. of theories, concepts, and principles relevant to the accounting and finance environment; 3. of how to apply finance and financial accounting theory to real 'live' companies or cases in a national or international context; 4. examine the role of finance within society and the ethical implications for an accounting professional; 5. the scope and limitations of current knowledge, understanding and practices; 6. develop an understanding of finance in its wider context through the choice of options. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. apply financial theory and research methodologies on topics to complex problems whilst developing the skills to contextualize these in a business setting; 2. communicate professionally in a range of different contexts and scenarios, using a variety of media / channels; 3. locate, extract and interpret data from multiple sources, acknowledging and referencing sources in accordance with prescribed referencing and ethical requirements; 4. analyse complex real data in both quantitative and descriptive forms and be able to present it in the appropriate format.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. Develop high level powers of analysis and of verbal and written reasoning; 2. Demonstrate an ability to synthesise complex ideas and theories; 3. Be able to evaluate conflicting arguments and ambiguity and draw conclusions supported by evidence; 4. Demonstrate an appropriate level of intellectual development as seen in their creativity, analytical ability and resourcefulness; 5. Demonstrate an ability to apply appropriate research techniques to new areas. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. operate professionally and effectively using appropriate formats and conventions, working both independently and with others; 2. be independent and reflective learners whilst demonstrating the ability to work as analysts; 3. engage in a high-level interpersonal skills, demonstrating proficiency in effective listening, negotiation, conflict resolution and resilience; 4. demonstrate skills in IT appropriate for the accounting and financial work environments; 5. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use as appropriate of a problem-solving approach; 6. research both primary and secondary sources in a manner appropriate to the subject area.