

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	SSHS
<b>Academic Group</b> ( <i>or Cluster if clearer</i> )	Business
<b>Professional accreditation body</b> ( <i>if applicable</i> )	N/A
<b>Final award</b> ( <i>e.g. BA Hons</i> )	BA (Hons)
<b>Title of programme(s)</b>	Accounting and Business
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Certificate of Higher Education in Business Diploma of Higher Education in Accounting and Business BA Accounting and Business
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	Single Honours
<b>Duration and mode(s) of study</b>	3 years; full-time
<b>Month/year of approval of programme</b>	May 2018
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	September 2018
<b>Periodic review next due</b> ( <i>academic year</i> )	2023-24
<b>JACS (HECoS) subject code(s)</b> ( <i>Level 3</i> ) ( <i>Please refer to HESA listing on AQO website</i> )	N410 Accountancy (100104) (60%); N421 Auditing accounts (100840) (20%); N340 Financial Management (100832) (20%)
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	N1N4
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	BA/ACBUSSH
<b>Delivery venue(s)</b>	Leeds Trinity University and approved partner institutions

### 2. Aims of the programme

<b>Rationale and general aims, including what is special about this programme</b> ( <i>from the student's and a marketing perspective</i> )
The <b>rationale</b> of the BA (Hons) Accounting and Business programme is to provide the essential knowledge, understanding and skills required for graduates to begin to operate competently and effectively within an <b>accounting and financial management environment</b> . It is therefore targeted at students who are looking for a professional career in these or closely associated areas.

More specifically, the aims of the BA (Hons) Accounting and Business programme are:

1. To develop a sound understanding of the development, strategy and operations of businesses as organisations and their associated **accounting and financial management functions**.
2. To develop a sound understanding of the impact and influence of external (e.g. legal and regulatory environments) and internal requirements on **the accounting and financial operations of business organisations**.
3. To engage students with the **theoretical approaches used in the study of the accounting and financial management** of business organisations.
4. To develop intellectual skills of critical analysis, evaluation, synthesis, hypothesis formulation and testing and problem solving in relation to business, accounting and finance.
5. To develop confidence and competence in oral and written communication, utilising appropriate professional vocabulary and the effective application of ICT.

The cornerstone of Leeds Trinity University programmes, and of the BA (Hons) Accounting and Business, are high-level employability and research skills. In addition to specific vocationally orientated knowledge skills and abilities, this programme has been designed to help students develop a wider understanding of the core business functions required for a successful career in commercial operations and management. In addition to corporate sustainability and ethics, the programme explores business and enterprise through the perspective of wealth creation, employment and the macroeconomic benefits of these to society as a whole. The programme will in addition help students develop a range of skills and the knowledge to enable them to be an ethically and socially responsible participant in the community and to contribute to an expansion of well-being in that community.

The programme provides opportunities for students to learn how to work with others and make an informed career choice, drawing on their experience of the work environment gained through the placement process. This mix of theoretical and practical approaches, as well as the integration of different business functional areas in the programme, opens up a wide range of careers options by preparing students to assume entrepreneurial and leadership roles in different sectors of the economy.

The most common career destination for graduates in Accounting and Business remains professional training leading to qualification as an accountant (public or private sector), registered auditor or tax professional. Many graduates pursue 'allied' career choices in banking, brokerage, financial services or financial management. By harmonising the content of core modules with that prescribed by ACCA, students are able to gain some exemptions from F level qualifications with that body, as well as being prepared from a technical standpoint to work effectively as trainee accountants in a variety of settings. A BA (Hons) in Accounting and Business also offers a solid foundation for further study, such as MAs and PhDs in Accounting, Business, Management, and other related fields, as well as MBAs.

This programme also aims to develop study and employability skills and enthusiasm for learning, including the ability to work effectively both independently and as part of a multidisciplinary team.

### 3. Student learning outcomes of the programme

#### **Learning outcomes in terms of:**

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the BA (Hons) Accounting and Business programme, students will be able to:

## **Knowledge and understanding (K)**

- K1 **External environment** - demonstrate knowledge and understanding of the external environment of business, including legal and ethical frameworks, and how this affects accounting, management and business, as well as the development and operation of economies and markets for resources, goods and services;
- K2 **Organisations** - demonstrate knowledge and understanding of the nature, purposes, structures, governance and activities of organisations, including individual behaviour, team management and corporate cultures;
- K3 **Key functional specialisms** - demonstrate knowledge and understanding of marketing, financial management, operations and people management, and the use of current technical language to describe accounting practices;
- K4 **Customer needs** - demonstrate knowledge and understanding of the importance of customer needs, services and relations, as well the needs of a business via theoretical and empirical evidence concerning the effects of accounting on its contexts;
- K5 **Strategies** - demonstrate knowledge and understanding of the formulation of business and financial management strategies within a changing environment and how to meet stakeholder interests;

## **Intellectual/cognitive/'thinking' skills (I)**

- I1 Collect, order, analyse and evaluate **quantitative and qualitative information** and data;
- I2 Use **critical thinking**, analysis and synthesis to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;
- I3 Make **informed choices** in areas of financial analysis, ethical behaviour, social responsibility and equal opportunities practice as they apply to business and people management;
- I4 Demonstrate effective **cognitive**, problem-solving and **decision-making** abilities using appropriate quantitative and qualitative skills;

## **Employability skills (E)**

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below. Student learning outcomes for the fall-back awards of Certificate of Higher Education and Diploma of Higher Education will be a combination of the learning outcomes listed above, depending on the diet of modules studied.

### 3a External benchmarks

#### Statement of congruence with the relevant published subject benchmark statements

*(including appropriate references to any PSRB, employer or legislative requirements)*

The learning outcomes are congruent with:

- the QAA’s most recently published Accounting Benchmark Statement (February 2016):  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Accounting-16.pdf>  
Relevant sections: 3.4, 3.5 and 3.6
- the QAA’s most recently published Business and Management Benchmark Statement (February 2015)  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>  
Relevant section: 6.7

The pattern of core and option modules facilitates good coverage of the material of relevant sections of Benchmark statements above.

The programme aims to develop the knowledge and skills necessary for operating in the professional capacity of an Accountant (or Financial Manager). Normally, in the UK and international job markets, this requires recognised professional qualifications (e.g. ACCA, CIMA), which can be obtained through further academic and practical experience.

### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline of accounting;</li> </ul>

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<ul style="list-style-type: none"> <li>ii) make sound judgements in accordance with basic accounting theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the realm of accounting and finance;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b>  On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of accounting principles;</li> <li>ii) application of accounting concepts outside their initial context;</li> <li>iii) use of a range of disciplinary techniques that are central to accounting</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b>  On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of accounting concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a financial context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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5. Content

<p><b>Summary of content by theme</b>  (providing a 'vertical' view through the programme)</p> <p>This course aims to provide an intensive, contemporary and academically rigorous pathway for students interested in the accounting profession and allied careers. As described in section 3, the syllabus is built around ACCA professional requirements. Core areas of the programme focus on contemporary accounting and finance, general marketing, management and business concepts, the understanding of accounting and financial functions, business operations and the external context, including ethics and entrepreneurship.</p> <p>Integrated within the study of the subject material of core modules is the development of IT and intellectual skills related to the analysis of qualitative and quantitative information, critical thinking and problem-solving. A range of employability skills is developed and practised, including effective</p>
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communication, numerical proficiency, ICT applications, self-management, autonomous learning and team-working.

The programme starts at Level 4 Semester 1 by building essential knowledge of *Management and Financial Accounting* (BMM4442) which introduces the core areas of financial accounting, costing and budgeting. Wider business disciplines are also considered in both, *Management and Organisational Behaviour* (BMM4412) and *Marketing Fundamentals* (BMM4422). In Semester 2, students will cover the wider context for business operations in *Principles and Applications of Macroeconomics* (ECO 4012), and *Operations Management* (BMM4432) to create a solid foundation and wider base for further studies.

During both semesters (1 and 2), *Ethics, Society and Employability* (BMM4982), incorporates both personal skills (academic, information retrieval, self-management, etc.) and professional skills (team working, communication, employability, etc.), concludes with a period of relevant (accounting/finance) professional work placement to provide experience of the practical application of business and management skills and knowledge in an actual workplace environment, and includes the development of a personal development and career plan. Level 4 concludes with 'Programme Level Assessment' – a teamwork project designed to integrate and apply the work on the functional areas of business (and how they relate to each other) covered at L4.

Level 5 Semester 1 develops intermediate level knowledge of *Financial Management* (BMM5412) and an intermediate model in Macroeconomics (ECO 5012) which reinforces and builds on the knowledge of business financial decision-making process and contextual factors. In Semester 2, the core module in *Financial Accounting* (BMM5572) covers essential accounting skills such as double-entry bookkeeping, preparation of financial statements and regulatory framework as well as practical skills in accounting software, in line with ACCA professional requirements. In Semester 2, *People Management* (BMM5552) introduces different management techniques required for managing and planning for the 'human resource', whilst research and analytical skills required to develop an accounting/finance-oriented research project in L6 are covered in *Business Research* (BMM5582).

Integrated within the study of the subject material of core modules is further development and practice of appropriate subject specific, intellectual and transferable skills already introduced at Level 4. Thus, for example, *Financial Management* (BMM5412) further develops ICT (particularly, Microsoft excel) skills, quantitative skills and problem-solving skills.

*Professional Development and Placement* (PDP, BMM5402) includes a second period of professional work placement at Level 5 and provides further experience of the practical application of accounting and financial management skills and knowledge in an actual workplace environment. In addition to a job and organisational analysis, similar to that conducted at Level 4; the Level 5 PDP includes an employability-focused job-market study, confirming personal career choice and objectives, which are reflected in a fully developed career plan. All placements and projects have a focus on accounting and finance and may be undertaken in a volunteering context.

At Level 6 core modules in Semester 1 provide advanced level knowledge of *Business and Management Strategy* (BMM6422), which has an integrative role and is based on all previous studies and contemporary *e-Business and e-Marketing* (BMM6552) which is of high relevance in today business environment.

At Level 6, students can opt for dual semester modules: the *Research Project* module (BMM6442) develops skills in the design, conduct and evaluation of full-cycle small-scale research of a real business issue, related to the accounting or finance function or the wider context in which accountants or financial managers operate. Alternatively, students can take an option of *Professional Learning through Work* (BMM6452), having negotiated and agreed a topic or project with their placement provider/potential employer and their supervisor, with a focus on practical aspects of financial management or management accounting.

In addition to one of these modules, students can select a dual semester module in *Entrepreneurship and Creativity* (BMM6302) where they will be assisted in developing a business plan for an enterprise idea of their own, drawing on the full range of business disciplines studied in Levels 4, including PLA, and 5.

In Semester 2, specialised accounting topics in *Audit and Assurance* (BMM6542) and *Financial Reporting* (BMM6552) focus on current practice and developments in their fields and as such are intended to prepare students for training in the professional environment. Students also have the option to select *Business Ethics* (BMM6462 – covering issues such as sustainability and diversity), *Leadership* (BMM6482), *International Marketing* (BMM6502) or practical project planning and delivery (BMM6402 *Project Management*), depending on their interest and/or intended career path.

All of these advanced studies at Level 6 continue to enhance the development of transferable skills, embodying an appropriate degree of self-awareness, planning and autonomous learning. In particular, *Research Project*, *Professional Learning through Work*, and *Entrepreneurship and Creativity* integrate all the skills and knowledge acquired during the past year by developing full-cycle projects of the student's choice.

Whilst this programme is tailored to provide limited exemptions for graduates against mandatory ACCA knowledge and skills examinations, there is an equal focus on practical experience, knowledge of the whole business environment and the application of theory in practice, also vital for their future employment and progression.

## 6. Structure

### **BA (Hons) ACCOUNTING AND BUSINESS (Single Honours)**

**Duration:** 3 years full-time

**Total credit rating:** 360 (180 ECTS)

#### **Level 4** – with effect from September 2018

Students are required to take:

ECO4012	Principles and Applications of Macroeconomics	Sem 2	20 credits
BMM4412	Management and Organisational Behaviour	Sem 1 (+2)	20 credits
BMM4422	Marketing Fundamentals	Sem 1 (+2)	20 credits
BMM4432	Operations Management	Sem 2	20 credits
BMM4442	Financial and Management Accounting	Sem 1	20 credits
BMM4982	Ethics, Society and Employability	Sem 1 & 2	20 credits
BMM4000	Programme Level Assessment*	Sem (1 & 2)	Pass/Fail

#### **Level 5** – with effect from September 2019

Progression requirements: 120 credits from Level 4.

Students are required to take:

BMM5402	Professional Development and Placement	Sem 1 & 2	20 credits
BMM5412	Financial Management	Sem 1	20 credits
ECO 5012	Intermediate Macroeconomics**	Sem 2	20 credits
BMM5572	Financial Accounting**	Sem 2	20 credits
BMM5582	Business Research	Sem 1 (+2)	20 credits
BMM5552	People Management	Sem 2	20 credits

#### **Level 6** – with effect from September 2020

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5.

Students are required to take:

BMM6542	Audit and Assurance**	Sem 2	20 credits
BMM6582	e-business & e-marketing	Sem 1	20 credits

BMM6422	Business and Management Strategy	Sem 1	20 credits
BMM6552	Financial Reporting	Sem 2	20 credits
Students are required to choose one of:			
BMM6442	Research Project (Finance / Accounting)**	Sem 1 & 2	20 credits
BMM6452	Professional Learning through Work	Sem 1 & 2	20 credits
Students are required to choose one of:			
BMM6462	Business Ethics	Sem 2	20 credits
BMM6402	Project Management	Sem 2	20 credits
BMM6482	Leadership	Sem 2	20 credits
BMM6302	Entrepreneurship and Creativity	Sem 1 & 2	20 credits
BMM6502	International Marketing	Sem 2	20 credits
<p><b>*Programme Level Assessment:</b> Level 4 students will study modules worth 120 credits and at the end of the year will also take a <i>Programme Level Assessment (PLA)</i> designed to integrate and apply the work on the functional areas of business (marketing, finance, operations, and people management) covered at L4. The multi-disciplinary teamwork will take students through a classic ‘form, storm, norm, perform’ dynamic when teams will be created at the very beginning of level 4 (Induction week-form). The teams will receive a range of tasks throughout Level 4, the main ones being integrated into Semester 1 <i>Management and Organisation Behaviour</i> (storm), where it would be also closely linked to the theoretical content of the module. It would be followed by Semester 2 <i>Operations Management</i> (norm), and culminating during <i>Programme Level Assessment Business Challenge</i> (perform). This takes place over two weeks after end of Semester 2 and brings together the skills and knowledge students have developed across all of the modules studied.</p> <p>**There is a prerequisite for enrolment on this module – see section 10.</p>			

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

<p>The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement (2015) and the University’s Strategic Plan and Learning, Teaching and Assessment Strategy (2015-20).</p> <p>The key goals of the LTAS Strategy (2015-2020) strategy are that we:</p> <ol style="list-style-type: none"> <li>Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students to both shape and be responsible for their learning;</li> <li>Provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning;</li> <li>Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals;</li> <li>Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills;</li> <li>Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world;</li> <li>Ensure that ethical practice, social responsibility and sustainability are central to what we do;</li> </ol> <p>This is reflected in the learning, teaching and assessment strategy of the BA Accounting and Business programme as follows:</p>
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The programme focuses on essential accounting, management and business knowledge acquisition at Level 4, more detailed, contemporary and specific business and accounting/finance subject knowledge at Level 5 and advanced and specialised knowledge of accounting, strategic business awareness and independent study at Level 6.

The learning, teaching and assessment of the programme are based on principles of active learning, critical reflection, variety of learning approaches, student-led inquiry, and team work and communication skills. The university core ethos is that lecturers take the role of facilitators in the classroom and embrace the teaching with enthusiasm and professionalism. Therefore, a variety of activities is expected in the process of module delivery (lectures, seminars, workshops, tutorials, student-led activities, peer to peer teaching, presentations, 'flipped classroom' approaches, and other more innovative approaches) as well as different choices of technology (in the virtual learning platform or other online sources) and feedback (tailored feedback and feed-forward). These modes of delivery should consider students' needs and variety of learning approaches as well as teamwork. Multi-cultural integration is at the centre of LTU's ethos and this is further supported by the members of the teaching team for the programme who come from diverse cultural and ethnic backgrounds. This facilitates the creation of an inclusive learning environment for students with different ethnic and economic backgrounds. Students are expected to be responsible for their own learning, and self-directed studying is encouraged in most modules.

In line with Leeds Trinity's graduate employability strategy, such employability skills as those used for communication, quantitative work and ICT are emphasised at L4. At Level 5 employability skills continue to be practised, in addition to the development, in a subject-specific context, of a range of intellectual skills including analysis and problem solving. Specifically, subject-related skills are focused on practical accounting techniques, as well as team-working and communication skills, through the core modules (BMM5402). At Level 6 the emphasis is on the application of higher level intellectual skills, including critical thinking, analysis, evaluation, synthesis and hypothesis formulation. Skills are further developed relating to the design and conduct of independent (but supervised) research (BMM6442 and BMM6452). Level 6 subject studies include the development of intellectual skills to equip students to make informed choices relating to considerations of ethics and social responsibility together with an appreciation of, and sensitivity to, diversity (BMM6462). Other means to encourage social responsibility includes the opportunity of volunteering within each work placement experience: i) undertaking a placement as a volunteer in a charity not-for-profit organisation – this option is particularly relevant to international students; and ii) suggesting the student's own topic for their organisation-based project at Level 6.

Gaining appropriate experience in an actual work situation to allow the application of knowledge and the practice and development of skills is essential for a business and accounting programme and it is at the core of LTU. Two periods of structured professional work placement are integrated into the programme at Level 4 and Level 5 for this purpose (BMM4982 and BMM5402) and can be followed up with a *Professional Learning Through Work* project (BMM6452) at Level 6. It is envisaged that students may develop effective contacts to facilitate this through their Level 4 and Level 5 work placements. At Level 5 experiential and active learning are important elements in the development of vocational knowledge and understanding. To meet this requirement, applied exercises, case studies, role-play, practical workshops, management games, business simulations, and group- and project-work form part of the teaching strategy of the programme. Throughout the programme all students receive learning support and guidance from an individually assigned development Tutor, including assistance with the completion of a personal development plan and career plan. Students gain the opportunity to make informed decision about their area of career choices and students experience a typical graduate trainee progress through an Assessment Centre experience (BMM5402). The employability skills they develop include self-management, communication, team working, innovation and entrepreneurship.

A wide range of assessment modes is used to allow students to demonstrate their level of knowledge, understanding and skills proficiency. The accounting models are exam-based ACCA requirements and other modules employ a full range of written forms. The academic skills within the programme employ essay, reports and research portfolios; analytical, reflective and applicability skills as well as

collaboration are evaluated based on case study analyses, personal development plan, group projects and presentations.

As students' progress from Level 4 to Level 6, assessments require to demonstrate appropriate levels of subject knowledge and understanding, subject-specific skills, intellectual skills and the effective use of transferable skills. In particular, assessment focuses on the appropriate development of higher level intellectual skills including critical thinking, analysis, evaluation, and synthesis and hypothesis formulation, within the context of specific-subject material. The essential numerical and problem-solving skills for accounting are emphasised in specialist accounting modules (BMM4442, BMM5412, BMM5572, BMM6542, and BMM6552). Overall, assessment across the programme at each level has been designed to ensure that there is a good variety and balance of assessment forms.

Regular directed activities are also embedded within all modules at Level 4 (BMM4412, BMM4422, BMM4432 are conducting it in the form of weekly assessed on-line tests), in order to ensure that students are fully engaged with the programme and prepared to achieve their potential in each form of assessment. In addition, at the end of L4 and L5, students will integrate all the business knowledge acquired during the term and further their team work and collaboration skills in a Programme-Level Assessment (BMM4000) where integrated assessments are used in order to facilitate the progression of students into business and accounting careers.

There is a focus on inviting qualified and active accountants and financial managers as guest speakers, visiting lecturers and mentors to students as appropriate. In addition, internationalisation of the curriculum is emphasised. Students have the options to study International Marketing (BMM6502) and some modules organise online collaboration (teaching and workshops) with other universities around the world. Students also have the opportunity to study abroad at one of Leeds Trinity University's partner institutions in the EU or worldwide.





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## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the University's Recognition of Prior Learning (RPL) procedures.

## 9. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Undergraduate Taught Course Academic Regulations apply. Both placement-related modules are exempt from condonement of marginal failure, ie. all students must pass them to progress to the next level. Marginal failure may be condoned for all other modules for the purposes of University awards but not for professional subject exemptions.

Students who complete only Level 4 successfully and then withdraw will be eligible for a Certificate of Higher Education in Business. Students who successfully complete both Levels 4 and 5 and then withdraw will be eligible for a Diploma of Higher Education in Accounting and Business.

The professional development and placement modules at both levels are mandatory modules that must be passed before progression. This is a requirement for all Business (BA) degrees. Two professional work placements are undertaken, one each at Level 4 and Level 5, and there is an opportunity to undertake a Level 6 Professional Learning Through Work module.

## 10. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

BMM4442 *Management and Financial Accounting* is a prerequisite for BMM5572 *Financial Accounting*.

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BMM5572 *Financial Accounting* is a prerequisite for BMM6542 *Audit and Assurance*.  
BMM5582 *Business Research* is a pre-requisite for BMM6442 *Research Project*

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

This programme will be delivered in a full-time mode and may include a Semester international study abroad opportunity and/or international industry/work placement (subject to partnership agreements and students' language abilities). Students will be encouraged to take a semester abroad to study, ideally during their Level 5 Semester 1.