

Royal Holloway, University of London
Course specification for an undergraduate award
BSC ACCOUNTING AND FINANCE YEAR IN BUSINESS (NN43)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BSc Accounting and Finance Year in Business is delivered in four stages, with stages one, two and four comprising of one year of full-time study during which you must follow modules to the value of four units (one unit is equivalent to 30 national credits), whilst stage three consists of work experience of between nine and twelve months, either in business or for an organisation in the public or not-for-profit sectors, for which you take one 30 credit unit.

Accounting is a broad-based academic subject and a field of study with practical implications, offering the chance to develop related personal and technical skills. The study of accounting involves the consideration of both conceptual and applied aspects of the subject. The degree structure is progressive, allowing you to move from foundation modules to more critical or specialist modules, while maintaining a flexible set of options. A wide range of modules is offered, including those drawn more widely from the School of Management, to ensure that students appreciate the diverse, interdisciplinary nature of accounting, and also gain or reinforce a range of conceptual, technical, intra and interpersonal skills. The course embeds international and ethical considerations widely, with optional modules grounding the study of accounting and finance in a broader understanding of the perspectives that inform accounting theory and practice.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	July 2022	Location of study	Egham Campus
Course award and title	BSc Accounting and Finance Year in Business	Level of study	Undergraduate
Course code	2952	UCAS code	NN34
Year of entry	2023/24		
Awarding body	Royal Holloway, University of London		
Department or school	Business and Management	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	4 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	ICAEW CIMA CIPFA AACSB CPA (Australia) In the case of BSc Accounting and Finance some combinations of individual modules allow students to apply for exemptions and/or credit for prior learning from professional accounting bodies.		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	AF1205	International Business	15	4	MC
1	AF1205	International Business	15	4	MC
1	AF1401	Financial Accounting	30	4	MNC
1	AF1402	Introduction to Management Accounting	15	4	MNC
1	AF1403	Introduction to Finance	15	4	MNC
1	AF1406	Quantitative Methods for Accounting and Finance	15	4	MC
1	AF1407	Professional Competencies	15	4	MC
2	AF2401	Financial Reporting	15	5	MNC
2	AF2402	Management Accounting for Performance and Decision Making	15	5	MNC
2	AF2403	Corporate Finance	15	5	MNC
2	MN2205	Strategic Management	15	5	MC
2	MN2425	Managerial Economics	15	5	MC
2	MN2545	Business Information Systems for Accounting and Finance	15	5	MC
3	MN3511	Year in Business	30	6	MNC
4	AF3401	Advanced Financial Reporting	15	6	MC
4	AF3402	Management Accounting for Strategic Analysis	15	6	MC

4	AF3403	Investment Management	15	6	MC
4	AF3409	Ethics for Accounting and Finance	15	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In stage one you must choose one optional 15 credit module from Business Law (AF1404), from Management (MN) modules, or from another department. During stage two, you must choose modules to the value of 30 credits from Audit and Assurance (AF2404), Principles of UK Taxation (AF2406), or from a list of Stage Two Management (MN) modules. During stage four, you choose modules to the value of 60 credits of which at least 30 credits must be from AF3405, AF3406, MN3045, AF3410 and AF3411. If you do not choose 60 credits from above (AF3405, AF3406, MN3045, AF3410 and AF3411) then you must choose modules to the sum of 120 credits in total for the year from a list of Stage Three Management (MN) modules.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the College's Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College

Year in Business - The third year of this degree course will be spent on a work placement. You are supported by your academic department and the Royal Holloway Careers Service to find a suitable placement. However, Royal Holloway cannot guarantee that all students who are accepted onto this degree course will secure a placement, and the ultimate responsibility lies with you. You will need to achieve an agreed level of academic performance to proceed onto, or remain on, a placement. On the BSc Accounting and Finance with a Year in Business you must take and pass the mandatory non-condonable modules in Years 1 and 2. This year forms an integral part of the degree course and you will be asked to complete assessed work. The mark for this work will count towards the degree. You must pass the Year in Business module to qualify for the degree title "Year in Business".

Section 5 – Educational aims of the course

The aims of this course are:

- to provide an intellectually challenging and relevant education which will equip students with the analytical competence, knowledge base, critical capabilities, and personal and technical skills required for future roles in business, the public sector, and society and for further study and doctoral research;
- to combine academic and practical insights into the subject of accounting within an international and comparative context;
- to reflect the dynamic nature of the business world and specifically accounting in the international environment;
- to provide a learning environment informed by the research expertise of academic staff;
- to develop students' lifelong learning skills, and instil and improve a broad range of transferable personal and technical skills;
- to provide for integration between theory and practice by a variety of means including, for example, work-based experience or placement, or input from external business-related visitors;
- to provide students with knowledge and understanding of accounting theory and practice sufficient to meet some of the accreditation requirements of the professional accounting bodies.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

<ol style="list-style-type: none"> 1. The principal interdisciplinary and comparative perspectives that inform accounting and finance theory and practice (K); 2. The international, economic, regulatory, ethical and social environments contexts in which accounting and finance operate, leading to a multifaceted appreciation of accounting and finance, the main accounting frameworks, theories, technical languages and practices, and their relevance and application to theoretical and practical problems (K); 3. The alternative accounting frameworks, theories, technical languages and practices and their relevance and application to theoretical and practical problems (K); 4. The major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems (K); 5. The financing arrangements and governance mechanisms and structures of business entities, and an appreciation of how theory and evidence can be combined to assess the effectiveness and efficiency of such arrangements (K); 6. Contemporary theories and empirical evidence concerning the interaction of accounting and finance with people in organisations, the capital markets and with regulatory systems (K); 	<ol style="list-style-type: none"> 7. A capacity for critical evaluation of arguments and evidence, and the presentation of this in well-structured pieces of work (S*); 8. An ability to synthesise and evaluate information from a number of sources so as to gain a coherent understanding of both the theory and practice of accounting and finance, and their contexts (S*); 9. An ability to identify problems, and select appropriate information in order to analyse and draw reasoned conclusions concerning structured and unstructured problems (S*); 10. An ability to record, summarise and analyse transactions and other economic events (S*); 11. An ability to acknowledge and reference sources in an approved format (S*); 12. A capacity for independent and self-managed learning, setting priorities and working to prescribed time limits, including the planning and execution of an independent study project (S*); 13. Numeracy skills, including the processing, analysis and interpretation of financial, statistical and other numerical data (S*); 14. The ability to use effectively contemporary information and communications technology for the acquisition, analysis and communication of information (S*); 15. Effective oral and written communication skills, including communicating quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience (S*); 16. The ability to work collaboratively and productively with others, including the giving and receiving of constructive feedback (S*).
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Section 7 - Teaching, learning and assessment

Teaching is through a number of means depending on the specific topic or module, but is mostly by lectures, seminars and workshops. Lectures normally cover the essential subject matter, literature review, and provide summaries of the key debates. Seminars or workshops supplement lectures, or allow you the opportunity to practise or acquire a technical or personal skill. They employ a range of approaches, including case studies, discussion, role-plays, one-to-one interactions, question and answer sessions, information technology, or computer-based training. Considerable emphasis is placed on personal study and library work, often in preparation for seminars, workshops and lectures, and modules provide guided reading and indicative bibliography.

Assessment methods vary in accordance with the aims and outcomes of a specific topic or module, but frequently involve a combination of in-module assessment and formal end of year written examinations. In addition group and individual projects, in-module tests, group and individual presentations, reports, quantitative analysis, and essays are all used at some point during the courses. For all assessments except in-module tests, you receive either written or oral feedback.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs

Costs incurred by students while on a Year in Industry/Business vary depending on the nature and location of the placement. For further information please contact our Student Fees Office.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College