

## Course Specification

<b>Published Date:</b>	24-Sep-2021
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton Business School		
<b>Course Code(s):</b>	BU078T01UV BU078T31UV	Full-time Part-time	4 Years 8 Years
<b>UCAS Code:</b>	N101		
<b>Course Title:</b>	BA (Hons) Business and Accounting with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Business and Accounting Bachelor of Arts Business and Accounting Diploma of Higher Education Business and Accounting Certificate of Higher Education Business and Accounting Foundation and Preparatory Studies Business and Accounting University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>			
<b>Last Review:</b>	2020/1		
<b>Course Specification valid from:</b>			
<b>Course Specification valid to:</b>	2026/7		

## Academic Staff

<b>Course Leader:</b>	Mrs Lisa Mckeown
<b>Head of Department:</b>	Mr Andrew Groves

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

## Distinctive Features of the Course:

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At Levels 3 and 4 you will be allocated an Academic Coach to help you to settle into University and make the most of your first year of study.

Financial analysis and general business awareness are at the heart of this joint degree course. The course is designed to allow students to develop an awareness of modern business practice through practical activities which aim to equip students with a holistic understanding of how an organisation functions, with specific emphasis on accounting and financial record keeping.

A practical and practice-based programme, this course will equip students with the agile, reflexive and critical thinking skills which are vital for success in modern organisations.

The course incorporates several modules from our specialist BA (Hons) Accounting and Finance degree, which is accredited by the accounting professional bodies. Thus, upon successful completion of the course, graduates may be able to apply to the relevant professional bodies – ACCA, CIMA or ICAEW – for an exemption against their professional qualifications.

The course will provide you with a substantial range of knowledge and practical skills, the ability to problem-solve, work in groups, research and use research methods and work independently.

This programme provides a strong background in the recent developments in accounting and finance, in line with the global professional body requirements. Emphasis will be given to the rapidly evolving financial landscape post-pandemic through both teaching material and real-world examples.

Consequently, upon completion of the course, as well as possessing core and contemporary skills in the field of accounting, you will have developed a broad range of skills essential for a diverse range of business careers.

## Educational Aims of the Course:

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This exciting and innovative specialist course is designed for students who want to learn accounting methods

and their strategic applications to organisations operating within a highly digitised and changing global environment.

Through the use of a wide range of concepts, approaches, critical reflection and e-learning forums the course is designed to equip students with a range of personal and intellectual skills in preparation for a career in accounting and general management fields.

You will acquire core financial skills through case studies, online activities and live projects, through interactions with guest speakers from the financial and business world and through reflecting on their own practice.

Specifically, the course will create business managers who have an in-depth knowledge of accounting techniques which should be valuable both in general management and within the financial and accountancy services sector. The exemptions gained from the professional accountancy bodies mean that students will have a head start in developing a career in accountancy.

The degree can also be used as the basis for postgraduate study in the area of finance and general business management, for example the Business School has an MSc in Finance and Accounting which dovetails in with the knowledge and skills obtained on this programme.

The Foundation Year (level 3) is designed to equip applicants who do not have the required qualifications to enter directly onto level 4, with a robust toolkit of the academic, digital and personal skills required for successful study in Higher Education and also with an understanding of, and insight to, the business discipline. Successful completion of the Foundation Year will allow progression onto level 4 of BA (Hons) Business and Accounting

#### Intakes:

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September  
January

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2021/2	Overseas	Part Time	£6475.00

PSRB:

None

Course Structure:

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Module	Title	Credits	Period	Type
3GK012	Preparing for Success at University	40	SEM2	Core
3BU002	21st Century Management	20	SEM2	Core
3BU003	Principles of Business	20	SEM1	Core
3GK013	Project-Based Learning	40	SEM1	Core

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
4AC010	Financial Accounting Principles	20	SEM2	Core
4AC009	Economics	20	SEM2	Core
4AC007	Costing	20	SEM2	Core

4BE002	The Innovative Business	30	SEM1	Core
4BU015	The Responsible Business	30	SEM1	Core

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
5AC001	Budgeting and Financial Control	20	SEM2	Core
5AC004	Taxation of Individuals	20	SEM2	Core
5AC006	Financial Reporting	20	SEM2	Core

5MG001	The Professional Manager and Leadership	30	SEM1	Core
5BU018	Customer Acquisition & Retention	30	SEM1	Core

## January (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Module	Title	Credits	Period	Type
6BU020	The Professional Project	30	SEM2	Core
6BU021	The Business Communicator	30	SEM2	Core

6AC002	Auditing	20	SEM1	Core
6AC003	Business Taxation	20	SEM1	Core
6AC004	Strategic Financial Management	20	SEM1	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Module	Title	Credits	Period	Type
3BU003	Principles of Business	20	SEM1	Core
3GK012	Preparing for Success at University	40	SEM1	Core
3GK013	Project-Based Learning	40	SEM2	Core
3BU002	21st Century Management	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
4BU015	The Responsible Business	30	SEM1	Core
4BE002	The Innovative Business	30	SEM1	Core
4AC009	Economics	20	SEM2	Core
4AC007	Costing	20	SEM2	Core
4AC010	Financial Accounting Principles	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Module	Title	Credits	Period	Type
5BU018	Customer Acquisition & Retention	30	SEM1	Core
5MG001	The Professional Manager and Leadership	30	SEM1	Core
5AC001	Budgeting and Financial Control	20	SEM2	Core
5AC006	Financial Reporting	20	SEM2	Core
5AC004	Taxation of Individuals	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Module	Title	Credits	Period	Type
6AC002	Auditing	20	SEM1	Core
6AC003	Business Taxation	20	SEM1	Core
6AC004	Strategic Financial Management	20	SEM1	Core
6BU020	The Professional Project	30	SEM2	Core
6BU021	The Business Communicator	30	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.3.1 - This course will normally be made up of units of study called modules that consist of multiples of 30 credits. Modules are discrete units of assessed learning at a given level, with coherent learning outcomes.

Section 3.2.2- A part-time student can study a minimum of 30 credits and a maximum of 90 credits in any University academic year.

Section 3.4.4 - To be eligible to continue to study for an award a student must not exceed the maximum period of registration set for the appropriate interim awards unless approved Leave of Absence and/or statutory leave is taken (see 3.5). Undergraduate students achieving less than 30 credits within 12 months of commencing their studies (the minimum requirement for a University Statement of Credit) are permitted to repeat all failed modules once.

Section 4.4.2 - Provided students have passed modules worth a minimum of 90 credits at the same level, marginal failure (35-39%) will be compensated by Awards Boards as follows;

30 credits maximum permitted at L3, L4, L5 and L6

Section 4.4.4 - Where Professional, Statutory, Regulatory Bodies do not permit compensation, students will normally be permitted an additional resit attempt in assessment in modules, provided students have passed modules worth a minimum of 90 credits at the same level of study, as follows;

1. a maximum of 30 credits at level 4
2. a maximum of 30 credits at level 5
3. a maximum of 30 credits at level 6
4. Overall, a maximum of 90 credits for Bachelor's and Bachelor's Honours degrees.

An additional resit attempt will not be permitted for;

1. identified work-based or work-related modules at level 5 or 6; or
2. the Independent Study Module.

Section 4.5.1 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate and Graduate Diploma qualifications), in order to progress from one year to the next, full-time students will;

1. have passed at least 90 credits
2. be in a position to recover any failure

3. not have exceeded the maximum registration period for their award
4. have passed all modules at level 3 before commencing level 5 and have passed all modules at level 4 before commencing level 6.

Section 4.5.2 - Full-time students unable to progress to the next level may return to continue or repeat their studies at the same level on either a full-time or part-time basis. In such cases students will:

1. study a maximum of 90 credits and be registered as part-time
2. study a maximum of 30 credits from the next level of study
3. study the modules previously failed or deferred or substitutes for the failed modules
4. be in a position to recover any failure, and,
5. not have exceeded the maximum registration period for their award.

Section 4.5.3 - For undergraduate courses lasting more than one year (with the exception of Graduate Certificate, Graduate Diploma and Accelerated Single Honours Degree qualifications) in order to progress from one year to the next, part-time students will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. be in a position to not exceed the maximum period over which an award or interim award may be studied.

Section 4.5.4 - Part-time students unable to progress to the next year of study may return to continue or repeat their studies at the same level. In such cases students will;

1. study modules previously failed or deferred or substitutes for failed modules
2. study a maximum of 30 credits from the next level of study
3. be in a position to recover any failure
4. not have exceeded the maximum registration period for their award.

Section 4.5.6 - Part-time students on Graduate Certificate and Graduate Diploma qualifications, in order to continue from one year to the next, will;

1. be in a position to recover any failure
2. have no more than 30 credits outstanding from modules already studied
3. not have exceeded the maximum registration period for their award.

Section 5.2.2 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below. Marginal fails at 35-39%, where a pass by compensation has been awarded, will be counted towards the percentage average if they fall within the best results as defined below. Students will be considered to be in the borderline zone if their percentage grade average falls within the levels shown in table in Section 5.2.1 or they meet the criteria listed below;

<b>Number of UofW credits taken on current course</b>	<b>Percentage average</b>	<b>Borderline zone criteria based on best results from</b>
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6 and include an independent study/project module.	90 credits or more of the grades achieved in the 180 selected credits are in a higher class than indicated by the grade average.
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6 and include an independent study/project module.	90 credits or more of the grades achieved in the 150 selected credits are in a higher class than indicated by the grade average.
Fewer than 160	90 level 6 credits and include an independent study/project module.	60 credits or more of the grades achieved in the 90 selected credits are in a higher class than indicated by the grade average.

Section 5.2.3 - Students undertaking a Bachelor's Degree (Bracketed - Specialist) with Honours must have passed at least 90 credits at level 6 in the specialist subject.

Section 5.3.1 - The percentage grade average will be based on the grades from the student's best credits taken at the University of Wolverhampton on their current course as detailed in table below.



Students will be considered to be in the border zone if their percentage grade average falls within the levels shown in table in Section 5.2.1 or they meet the criteria listed below;

<b>Number of UofW credits taken on current course</b>	<b>Percentage average</b>	<b>Borderline zone criteria based on best results from</b>
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include an independent study/project module and a 40 credit, level 5 placement module.	120 credits or more of the grades achieved in the 210 selected credits are in a higher class than that indicated by the grade average.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include an independent study/project module and a 40 credit, level 5 placement module.	90 credits or more of the grades achieved in the 150 selected credits are in a higher class than that indicated by the grade average.

Section 5.5.1 - In addition to meeting the credit requirements for the qualification, a Foundation Degree may be awarded with Merit or Distinction as follows;

<b>Qualification</b>	<b>Pass with Merit criteria</b>	<b>Pass with Distinction criteria</b>
Foundation Degree	At least 90 credits at grade 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Section 5.6.1 - In addition to meeting the credit requirements for the qualification, a Master's Degree may be awarded with Merit or Distinction as follows;

<b>Number of UofW credits taken on current course</b>	<b>Pass with Merit criteria</b>	<b>Pass with Distinction criteria</b>
180	At least 120 credits at 60% or above, including research project/dissertation.	At least 120 credits at 70% or above, including research project/dissertation.
120-150	At least 90 credits at 60% or above, including research project/dissertation.	At least 90 credits at 70% or above, including research project/dissertation.
90-120	At least 60 credits at 60% or above, including research project/dissertation.	At least 60 credits at 70% or above, including research project/dissertation.

Section 5.7.1 - In addition to meeting the credit requirements for the qualification, an HNC or HND may be awarded with Merit or Distinction as follows;

<b>Qualification</b>	<b>Pass with Merit criteria</b>	<b>Pass with Distinction criteria</b>
HNC	At least 90 credits at grade 60% or above at level 4.	At least 90 credits at 70% or above at level 4.
HND	At least 90 credits at 60% or above at level 5.	At least 90 credits at 70% or above at level 5.

Effective Date: September 2021

APPROVED by Academic Board 17th March 2021 and AFRSC on 22nd April 2021.

## Reference Points:

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[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Accounting Professional Body requirements (ACCA , CIMA, ICAEW)

## Learning Outcomes:

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Foundation Course Learning Outcome 1 (UCCL01)

Have factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.

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Foundation Course Learning Outcome 2 (UCCL02)

Interpret and evaluate relevant information and ideas

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Foundation Course Learning Outcome 3 (UCCL03)

Be aware of the nature of the area of study or work

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Foundation Course Learning Outcome 4 (UCCL04)

Be aware of different perspectives or approaches within the area of study or work.

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CertHE Course Learning Outcome 1 (CHECLO1)

Construct a limited range of accounting and financial information useful to the management of organisations.

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CertHE Course Learning Outcome 2 (CHECLO2)

Describe financial and non-financial accounting information and state how this can be used to provide solutions to accounting and financial issues and problems.

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CertHE Course Learning Outcome 3 (CHECLO3)

Communicate a limited range of financial and non-financial information, ideas, problems and solutions to both specialist and non-specialist audience.

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CertHE Course Learning Outcome 4 (CHECLO4)

Demonstrate the qualities and transferable skills necessary for employment requiring exercise of some personal responsibility.

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CertHE Course Learning Outcome 5 (CHECLO5)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.

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DipHE Course Learning Outcome 1 (DHECLO1)

Construct, using digital and other methods, a range of accounting and financial information useful to the management of organisations.

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DipHE Course Learning Outcome 2 (DHECLO2)

Prepare financial and non-financial accounting information and demonstrate how this can be used to provide solutions to accounting and financial issues and problems.

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DipHE Course Learning Outcome 3 (DHECLO3)

Communicate financial and non-financial information, ideas, problems and solutions to both specialist and non-specialist audience.

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DipHE Course Learning Outcome 4 (DHECLO4)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility and decision making.

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DipHE Course Learning Outcome 5 (DHECLO5)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Construct, using digital and other methods, a wide range of accounting and financial information useful to the management of organisations.

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Critically evaluate financial and non-financial accounting information and use this evaluation to identify a solution, or range of solutions to accounting and financial issues and problems.

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Communicate a wide range of financial and non-financial information, ideas, problems and solutions to both specialist and non-specialist audience.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility and decision making.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Critically appraise relevant knowledge and understanding of organisations, the external environment in which they operate and management theory when assessing and solving problems in different business scenarios.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

Construct, using digital and other methods, a wide range of accounting and financial information useful to the management of organisations.

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Critically evaluate financial and non-financial accounting information and use this evaluation to identify a solution, or range of solutions to accounting and financial issues and problems.

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

Communicate a wide range of financial and non-financial information, ideas, problems and solutions to both specialist and non-specialist audience.

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility and decision making.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

Develop skills of independent learning, analysis, synthesis and critical thinking through the application of business and management concepts and principles and the related underpinning theories appropriate to a wide range of business organisations and situations.

Overview of Assessment:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
3BU002	21st Century Management	UCCL01, UCCL02, UCCL03, UCCL04
3BU003	Principles of Business	UCCL01, UCCL02, UCCL03, UCCL04
3GK012	Preparing for Success at University	UCCL01, UCCL02, UCCL03, UCCL04
3GK013	Project-Based Learning	UCCL01, UCCL02, UCCL03, UCCL04
4AC007	Costing	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4AC009	Economics	CHECLO2, CHECLO3, CHECLO5
4AC010	Financial Accounting Principles	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4BE002	The Innovative Business	CHECLO4, CHECLO5
4BU015	The Responsible Business	CHECLO4, CHECLO5
5AC001	Budgeting and Financial Control	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5AC004	Taxation of Individuals	DHECLO1, DHECLO2, DHECLO3
5AC006	Financial Reporting	DHECLO1, DHECLO2, DHECLO3
5BU018	Customer Acquisition & Retention	DHECLO4, DHECLO5
5MG001	The Professional Manager and Leadership	DHECLO4, DHECLO5
6AC002	Auditing	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6AC003	Business Taxation	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6AC004	Strategic Financial Management	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6BU020	The Professional Project	DEGCLO4, DEGCLO5, ORDCLO4, ORDCLO5
6BU021	The Business Communicator	DEGCLO4, ORDCLO4

## Teaching, Learning and Assessment:

This is a blended learning course with supportive and structured learning activities on Canvas supported by weekly in-class activities.

The online materials and face-to-face components of the module are integrated into a complementary learning experience, which is engaging and relevant for students and resources are accessible online. Students are provided with a road map for studying each module in the form of a Homepage on Canvas.

Each Canvas Homepage sets expectations and includes an orientation to help students understand how to successfully navigate the different online components of the course and prepare for the face-to-face meetings.

The structure of each Canvas topic follows a standard Business School layout to ensure consistency and familiarity for students and to help them navigate the different modules they will be studying. The Canvas Pages are used to present learning inputs and related activities with a narrative flow; content is structured into bite sized inputs and activities of no more than 10-15 minutes, inclusive of any Panopto recorded slides. Each module Canvas page features a balance between interactive activities and short lecture inputs.

Regular opportunities are built in for formative feedback in-class and online that will prepare students and inform summative assessments. For summative assessments on modules with more than one tutor a marking rubric is used to ensure consistency and you will receive summative feedback via Canvas within four working weeks of submission. Your feedback may be written, oral or audio-visual in nature.

Blended learning lends itself to enquiry-based learning – this puts less emphasis on the lecture method of teaching and more on getting students to solve problems, evaluate situations, research topics or apply principles, which is more appropriate to business education. Face-to-face sessions are delivered in workshop mode with a set of task-based activities, which draw on the online content, and enable students to practically and critically explore the topic individually and in small groups.

Opportunities are built in for students to collaborate in peer-to-peer learning activities. This could include things such as small groups using a flipped learning approach, small group case study analysis, student-led assessment unpacking, group discussions, student-led seminars and problem-based learning.

The workshop and activity-based approach to learning enables multiple opportunities for formative feedback and self-diagnosis and testing to be built into the core content for each module, and there will be regular opportunities for small group and one-to-one tutorials for all students.

## Inclusivity

The modules are developed with Universal Design in mind, and to meet all accessibility standards. For instance, downloadable transcripts will be provided for all the videos – these may be created by Panopto and then edited into a useable text or may be scripted by the author in advance of the recording. We will also ensure that there are adequate descriptions provided for all of graphs, charts, images etc. used in PowerPoint slides included in the transcripts. There will also be alternative text for all graphics used in page, and we will ensure that all documents, PDFs etc. are formatted to best be used by screen readers.

Case studies, examples and resources are drawn from a wide range of business cultures and contexts representing our diverse and international community.

## Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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### General University support:

[The University Library](#) is the key source of academic information for students. The Library provides physical library resources (books, journal, DVDs etc.) and offers a range of study areas to allow you to study in the environment that suits you best: Social areas, quiet and silent areas. The Library also provides access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#). While on campus you can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. You can also access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

### Course Specific Support

At Level 4 you will be allocated an Academic Coach to help you to settle in to University and make the most of your first year of study. For Level 5 and above, a personal tutor is allocated to you and they will maintain regular communication (virtual and/or face-to-face) with you to support you as you progress. Should you encounter any difficulties, follow-up meetings are arranged to ensure that you make satisfactory progress or are not at risk of withdrawal. Personal tutors can assist you in your personal and academic development, planning and progression, as well as offering you advice and guidance to help you liaise with other staff and support facilities in your school and the University, including study skills support.

The course leader will monitor the academic and experiential quality of the course through Award Boards, focus groups and other channels. The course leader also supports and directs you proactively on the course, both collectively and individually, and responds to enquiries with regard to your academic programme of study.

*The Faculty Enabling Tutor liaises with Student Support and Wellbeing (SSW) regarding provision for specific disabled students & disseminates information from Student Support and Wellbeing on the needs of specific disabled students. The Faculty Enabling Tutors also monitor requests for, and provision of, specific examination and assessment arrangements, publicise 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The tutor takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.*

*Where applicable, in-class semester assessments are arranged by the module tutor. The module tutor will, where appropriate, ensure that any arrangements made for students requiring special consideration will be checked by University Student Support and Wellbeing to ensure fairness and equality, and that the provisions of the University Equal Opportunities policy are met. These arrangements will apply to those students who have identified special learning requirements.*

### Employability in the Curriculum:

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Enterprise and employability are at the heart of this practice-focused Business and Accounting programme. This course provides enhanced employment opportunities across the entire business world including the financial sector. You will engage in live projects, and problem-based learning, applying business and accounting concepts to a wide range of diverse work environments. Case studies drawn from a diverse and

international range of businesses will aid understanding of the business context, while live projects will enable you to work first-hand with the challenges of a business. The ability to work on these live projects will also hone your team-working, networking and consultancy skills, while opportunities for virtual placements will enable you to get valuable first-hand experience. Opportunities for work experience are encouraged and wherever possible facilitated at all levels of the course.

Critical business skills are embedded in the programme from the beginning and you will engage in a number of activities aimed at developing the personal and professional skills required in modern organisations. The course culminates in a Professional Project in which you will bring together all the skills you have acquired throughout your studies to create a business artefact relevant to a modern business environment. This will not only enable you to consolidate your employability skills, but also to demonstrate them to potential employers.

You will be encouraged to reflect on the abilities and skills acquired and to consider them in the context of a business. In your final year, you will also have the opportunity to be mentored by a company director in our hugely successful Institute of Directors Mentoring Scheme.



THE UNIVERSITY OF OPPORTUNITY