

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

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## Core Information

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<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton Business School		
<b>Course Code(s):</b>	FC007P01UV FC007P31UV	Full-time Part-time	18 Months 3 Years
<b>Course Title:</b>	MSc Professional Accounting and Finance		
<b>Hierarchy of Awards:</b>	Master of Science Professional Accounting and Finance Postgraduate Diploma Accounting Postgraduate Certificate Accounting University Statement of Credit Professional Accounting and Finance		
<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		

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## Academic Staff

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<b>Course Leader:</b>	Lorraine Morris
<b>Head of Department:</b>	Mr Andrew Groves

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# 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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This course will enable you to have the opportunity to study for both ACCA final level papers and an MSc at the same time, enabling you to gain both awards following an eighteen month period of study if you are successful with all assessments. The course is a collaboration between the University and Kaplan Financial limited who is one of the world's largest providers of professional accounting education.

This course includes tuition and preparation for four final strategic professional level papers of the ACCA. These include two optional papers, Advanced Performance Management APM and Advanced Financial Management AFM. These are followed by two essential papers, Strategic Business Leader SBL and Strategic Business Reporting SBR. We also encourage you to self study for the ACCA Ethics and Professional Skills module.

## Educational Aims of the Course:

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The MSc in Professional Accounting and Finance provides an opportunity for you to both complete your ACCA qualifications and also gain a Masters in Professional Accounting and Finance following an eighteen month period of study.

This course will provide you with an in depth grounding for your professional and/or academic career in finance, business and accounting. It will develop your strategic understanding and critical thinking of the main finance and accounting theories upon which modern business decisions are made as well as exploring the role and importance of accounting information in the management of corporations. Through your dissertation you will be able to investigate in depth a business, accounting or management issue, applying your research and quantitative skills which have been further developed throughout the course.

Studying for your ACCA papers will be taken with the support and guidance of Kaplan Financial Limited. Kaplan has become one of the world's largest providers of professional accounting education with operations in more than 30 countries.

In addition, the course will provide you with the opportunity to participate in extra-curricular activities. These could include, for example, a visit to the London Stock Exchange, and guest lectures from prominent individuals within the financial world.

## Intakes:

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September

## Major Source of Funding:

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OTHER FUNDING

## 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
2017/8	H	Full Time	£10915.00
2017/8	EU	Full Time	£10915.00
2017/8	Overseas	Full Time	£13600.00
2018/9	Overseas	Full Time	£13870.00
2018/9	H	Full Time	£11130.00
2018/9	EU	Full Time	£11130.00
2019/0	Overseas	Full Time	£14120.00
2019/0	H	Full Time	£11330.00
2019/0	EU	Full Time	£11330.00
2020/1	H	Full Time	£11580.00
2020/1	Overseas	Full Time	£14280.00
2020/1	H	Part Time	£5325.00
2021/2	H	Full Time	£11830.00
2021/2	Overseas	Full Time	£14880.00
2021/2	H	31	£5450.00

## PSRB:

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None

## Course Structure:

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### September (Full-time)

#### Year 1

Module	Title	Credits	Period	Type
7FC014	Entrepreneurial Financial Management	30	SEM1	Core
7FC002	International Finance	20	SEM1	Core
7AC010	Advanced Financial and Performance Management	30	SEM2	Core
7AC011	Strategic Business Finance	30	SEM2	Core

**Group 01 | Min Value: 60 | Max Value: 60**

7MG001	The Masters Research Project	60	CRYRA	
7BU021	The Masters Professional Project	60	CRYRA	

## September (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7FC002	International Finance	20	SEM1	Core

**Group 02 | Min Value: 60 | Max Value: 60**

7MG001	The Masters Research Project	60	CRYRA	
7BU021	The Masters Professional Project	60	CRYRA	

## September (Part-time)

### Year 2

Module	Title	Credits	Period	Type
7FC014	Entrepreneurial Financial Management	30	SEM1	Core

## September (Part-time)

### Year 3

Module	Title	Credits	Period	Type
7AC010	Advanced Financial and Performance Management	30	SEM2	Core
7AC011	Strategic Business Finance	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.

Number of UofW credits taken on current course	Percentage average
240-360	180 level 5 and level 6 credits; at least 90 credits must be at level 6
160-220	150 level 5 and level 6 credits; at least 90 credits must be at level 6
Fewer than 160	90 level 6 credits

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.

Number of UofW credits taken on current course	Percentage average
280-400	210 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.
180-260	150 level 5 and 6 credits; at least 90 credits must be at level 6 and include a level 5 placement module.

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;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
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;

Number of UofW credits taken on current course	Pass with Merit criteria	Pass with Distinction criteria
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;

Qualification	Pass with Merit criteria	Pass with Distinction criteria
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)

Wolverhampton Employability Framework

Wolverhampton Inclusivity Framework

## Learning Outcomes:

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### PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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### PGCert Course Learning Outcome 3 (PGCCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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### PGCert Course Learning Outcome 4 (PGCCL04)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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### PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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### PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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### PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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### PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

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### PGDip Course Learning Outcome 3 (PGDCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

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#### PGDip Course Learning Outcome 4 (PGDCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

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#### PGDip Course Learning Outcome 5 (PGDCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

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#### PGDip Course Learning Outcome 6 (PGDCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

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#### Masters Course Learning Outcome 1 (MACLO1)

Critically evaluate and apply a variety of corporate & international finance and accounting practice in an organisational setting.

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#### Masters Course Learning Outcome 2 (MACLO2)

Critically evaluate and appreciate the relevance of accounting information for business performance management.

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#### Masters Course Learning Outcome 3 (MACLO3)

Critically evaluate and apply financial management skills in the context of corporate, small, and medium business.

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#### Masters Course Learning Outcome 4 (MACLO4)

Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at masters level .

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#### Overview of Assessment:

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Module	Title	Course Learning Outcomes
7AC010	Advanced Financial and Performance Management	MACLO1, MACLO2, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7AC011	Strategic Business Finance	MACLO1, MACLO2, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7BU021	The Masters Professional Project	MACLO4
7FC002	International Finance	MACLO1, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7FC014	Entrepreneurial Financial Management	MACLO3, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6
7MG001	The Masters Research Project	MACLO4

#### Teaching, Learning and Assessment:

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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 complimentary learning experience, which is both engaging and relevant, and resources are also accessible online. You 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 you understand how to successfully navigate the different online components of the module 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 you navigate the different modules you 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, 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. 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 empowering you 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 you to practically and critically explore the topic individually and in small groups.

Opportunities are built in for you 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 you to engage in small group and one-to-one tutorials.

Throughout your studies you will be expected, and directed, to read from a range of sources, including academic journals. You will work autonomously as well as interactively within group exercises. In order to progress and show knowledge and skill at Master's level requires a significant amount of self-directed as well as lecturer directed reading and this forms a significant part of this course.

On this course you will also be given access and work with the MyKaplan platform which is an on-line platform designed by Kaplan to aid you through your ACCA studies. This platform includes materials, activities, and short videos of the module materials.

#### Assessment Methods:

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, poster presentation)
- Practical (for example, oral and video presentations)
- An extended piece of work or research, such as a dissertation or a practice-based piece of research.

#### 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

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.

Modules which are based upon ACCA materials (7AC010 and 7AC011) will use the full study resources supplied by Kaplan. This will include access to the MyKaplan platform as well as study texts, examination kits, class and revision notes.

### Employability in the Curriculum:

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You will be in a unique position of having an excellent academic and professional qualification taught by market leaders in both fields, giving you the knowledge and ability to succeed in the world of finance.

Studying for the ACCA professional qualification alongside the MSc will greatly enhance a candidate's opportunity to find attractive employment positions. In a recent survey carried out by the ACCA (the largest student survey carried out by a professional body with over 22,000 respondents) it was found that studying for the ACCA qualification helps individuals find new roles. In 59% of cases it reassured the new employer of the technical and business skills of the candidate and in 28% of cases it was a pre-requisite for obtaining the position. ACCA students and affiliates frequently earned salaries that exceed the national average across professions.

The ACCA professional qualification is very portable, in the above survey 34% of respondents had changed jobs in the previous 12 months, most typically in order to gain promotion or a better salary, or in order to get a different experience in their career. In addition 64% of students and affiliates planned to work in another country in the future demonstrating unlimited job opportunities across the world.

In addition, the course will provide a robust grounding if you wish to pursue doctoral study.

