



Course Handbook

Course Name: MSc Accounting & Finance

Academic Year: 2016/17

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Award Leader PG Courses in Accounting & Finance

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Sources of Additional Information

This handbook provides useful information about your course, how it will be delivered and how you will be assessed. It does not try to give you all the information you will need during your time at the university. More information can be found in the following places:

On-Line Student Guide

The on-line student guide (<http://www.staffs.ac.uk/student/guide>) provides important information about the university and the services available to students, including:

- Welcome Week
- Student Cards
- e:VisionStaffs Portal
- Our Student Charter
- The Staffordshire Graduate
- Term Dates
- Timetabling
- Student accommodation
- Campus and travel information
- Finance, fees and support
- Disclosure and Barring Service applications
- Visas
- Course and module enrolment
- Changing your award or modules
- Withdrawing or intermitting from your course
- University rules and regulations
- Disciplinary matters including academic misconduct
- Appeals and complaints
- Referencing and study skills (including guidance on completing assessments)
- What to do if you can't hand in work due to circumstances beyond your control
- Examinations
- Getting feedback on your work
- The student voice
- Employability and careers
- IT services and support
- Disability and dyslexia
- Counselling
- The Nursery
- The Multi-Faith Chaplaincy
- Graduation
- Certificates, Transcripts and Verification Letters

Module Handbooks

Your course is made up from a number of individual modules. Detailed information on each module is provided in separate module handbooks. Your module tutor will tell you how to access the handbook for their module.

The Blackboard On-Line Learning Environment

Information and learning materials for your modules will be provided on the Blackboard on-line Learning Environment. Blackboard will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

1 Welcome to the Faculty

Welcome to the Faculty of Business and Law. You join us at a really exciting time, as we are transforming our campus into a modern and vibrant environment that will enhance the academic and social life of the university and your learning experience.

Through the “Staffordshire Graduate” programme, we focus on you, our students. We will help you to become independent thinkers, to debate, question and discuss key issues in your chosen subject. You will be encouraged to be enterprising and entrepreneurial, to be an effective communicator and successful team worker. We will focus on supporting your development through your course, so that you will have the best opportunity for successful graduate employment on completion.

Employability, enterprise and entrepreneurship are important to us at the university and are integral to the design of all our courses. This means that we have close connections with employers, business practitioners and professional bodies that help us make our courses relevant, interesting and up to date.

The people you will meet in the Faculty are friendly and approachable. They are all keen to help you succeed. Our aim is to nurture and inspire you, to help you grow, to build your potential through working in a vibrant, thriving, and sustainable international academic environment.

Our academic staff are passionate about their subjects, their teaching, research and enterprise. They will help you to build your knowledge, understanding and expertise through sharing with you experiences of their academic research, their work with local communities and their work with organisations, local, national and international.

The Faculty of Business and Law is international in its perspective. The people that you meet will inspire you through the international perspective they have gained through studying at or working in partnership with other universities and colleges, both in this country and around the world. There are many opportunities for you to learn and gain a global perspective; from other students and the academic staff. We will help you to see new possibilities and to bring new horizons into view.

Above all, our strongest partnership is with you, our students. We put our students at the heart of everything that we do and we are committed to giving you the best possible experience we can. We understand the importance of the commitment you have made to us and we value the time you spend with us, and remember, we are always pleased to hear what you have to say.

I hope you have a successful, exciting and fulfilling time with us.

Dr Peter Jones

Acting Dean of the Faculty of Business and Law

Here is a link to the Faculty webpage:

http://www.staffs.ac.uk/academic_depts/fbel/index.jsp

2 Welcome to your Programme

Dear Students

Congratulations and welcome to our Masters Programme in Accounting and Finance. We are excited you are joining our postgraduate and professional student community.

The Accounting and Finance Team is here to ensure your study is stimulating and intellectually challenging. The team with many years of academic, industrial and professional experience will lead you every step along the way to successfully complete your course of study.

The University has all the resources you need for your study and the Team is here to support you to succeed through your journey. Your student Handbook contains lot of useful information which you will need over the coming year, please keep it close to hand.

If you have any questions, special concerns, or need more information, please do not hesitate to speak to us. I look forward to meeting you and working with you during your time at the University.

Wishing you a successful year

Dr Ahmad Mlouk

PG Accounting and Finance Award Leader

3 Your Course Team

Award Leader:

Ahmad Mlouk

Room B272



01782 294196

E-mail: A.Mlouk@staffs.ac.uk



Other teaching staff:

Arshad Hussain	 Room B281  01782 294182 E-mail: A.Hussain@staffs.ac.uk
Mark Wordley	 Room B246  01782 294638 E-mail: mark.wordley@staffs.ac.uk
Tracy Clewlow	 Room B246  01782 294638 E-mail: t.w.clewlow@staffs.ac.uk
Ian Jackson	 Room B345  01782 294211 E-mail: i.jackson@staffs.ac.uk
Alison Maguire	 Room B244  01782 294155 E-mail: a.j.maguire@staffs.ac.uk

Award/Programme Administrator(s):

David May	PG Assessment Officer and Award Support Administrator	 B108, Brindley Building  01782 295907 E-mail: d.may@staffs.ac.uk
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Student Guidance Advisors:

Andrea Alker Anne Grainger	Student Guidance Advisor	 Room B176, Brindley Building  +44 (0)1782 295903 E-mail: a.d.alker@staffs.ac.uk A.M.Grainger@staffs.ac.uk
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The Faculty Management Team:

Dr Peter Jones, Acting Dean, Faculty of Business and Law

Room B315, Brindley Building

01782 294029

e-mail: peter.jones@staffs.ac.uk

In this role, the Acting Dean has responsibility for the strategic development, operation and management of the faculty. Should you need to speak with the Acting Dean, you should normally make an appointment with his personal assistant, Ms Adell Landon, B313 Brindley Building, Tel 01782 294062, e-mail adell.Landon@staffs.ac.uk.

The Acting Dean is supported in running the Faculty by three Associate Deans and three Heads of School:

- Robert Curtis: Associate Dean – Learning and Teaching. B250 Brindley Building, Tel 01782 294346 email: r.w.curtis@staffs.ac.uk
- Prof. David Williamson – Associate Dean – Scholarship, Enterprise and Research B312 Brindley Building, Tel 01782 294144 email: David.Williamson@staffs.ac.uk

4 An Introduction to your Course

Your award has a set of written learning outcomes that describe what you should be able to do by the end of the course. These statements are designed to help you understand what you need to do to pass your course and receive your award. The outcomes for your course can be found in appendix A of this handbook.

Each module you study has separate learning outcomes which join together to enable you to demonstrate that you have achieved the overall learning outcomes for your award. The learning outcomes for your modules can be found in your module handbooks.

The specific learning outcomes for your award and modules have been matched to eight university wide learning outcome statements (knowledge and understanding; learning; enquiry; analysis; problem solving; communication; application; and reflection). These standard statements describe the abilities and skills all Staffordshire University students should demonstrate in order to pass their course. The statements have been designed to

meet national expectations contained within the [Framework for Higher Education Qualifications](#). This ensures that the learning outcomes for your course are equivalent to similar courses at other UK universities and colleges. A table showing how your module learning outcomes have been aligned with the eight university learning outcome statements can be found in appendix B.

The design of your course has been guided by the national subject benchmark for master's degree in business and management. Written by national experts, the benchmark describes the defining characteristics of the subject area and the abilities and skills you should be able to demonstrate by the end of the course. A table showing how your course reflects the subject benchmark can be found in appendix B.

The MSc Accounting & Finance offers an advanced programme of study in Accounting and Finance. The emphasis of the programme throughout is to prepare you for a career in business where accounting and financial management knowledge and skills form key components. The objective is to develop your capacity to deal with real world issues in an intellectual manner. Detailed learning outcomes for all modules are given in the module descriptors. The programme aims to develop your academic and practical skills and equip you to apply these in a business context.

The programme aims to:

- Develop an advanced, Masters level knowledge and understanding of concepts, models, principles, practices, technical applications, tools and contemporary issues relating to the discipline of international accounting and financial management, from a theoretical and practical perspective.
- Enable you to use and critically analyse financial information and data for financial and portfolio management decision-making.
- Prepare you to evaluate corporate investment and financing decisions from both strategic and international perspectives.
- Develop your understanding and ability to apply a range of learning and research methodologies and strategies which are appropriate to the field of International Accounting and Financial Management.
- Raise your awareness of the contributions of accounting and finance to the success of a business and for them to recognise the importance of integration of the Accounting and Finance functions with the wider business strategy.
- Develop your ability to critically evaluate the impact of accounting theory in resolving major international financial reporting issues and the importance of relevant academic research in the area.
- Develop your critical analysis and evaluation skills and to utilise effectively the academic literature and other forms of research output that inform current debates within the fields of International Accounting and Financial Management.
- Develop your abilities to analyse and synthesise different techniques and approaches used in the field of International Accounting and Financial Management and critically evaluate these within a business context.
- Enable you to acquire and demonstrate a range of transferable skills and competencies necessary to operate effectively and efficiently in a constantly changing and highly competitive financial environment.

On completion of the MSc Accounting and Financial Management, students will be able to demonstrate the following learning outcomes.

1. Demonstrate a systematic awareness, understanding and knowledge of contemporary international accounting and financial management theory, research and professional practice within a local and global context **(Knowledge and Understanding)**
2. Demonstrate intellectual and entrepreneurial skills in the application of international accounting and financial management knowledge, together with a practical advanced understanding of how established techniques of accounting and finance are applied to complex financial management situations in a business context **(Application)**
3. Generate innovative and enterprising solutions and applications of knowledge which inform judgements, develop ideas and propose financial solutions taking into account the needs of stakeholders in a competitive and challenging global financial environment. **(Problem Solving)**
4. Demonstrate the ability to learn independently and to take responsibility for continuing professional development. Contextualise, analyse and learn from experience or simulated environments taking a global perspective upon contemporary developments and research in the field of Accounting and Financial Management. **(Learning)**
5. Devise and apply valid research and investigative methods to access existing data and information, and also where necessary generate new data. Demonstrate understanding of the location of chosen methodologies within major international accounting and finance research paradigms. **(Enquiry)**
6. Demonstrate conceptual understanding and critical awareness of current Accounting and Finance research and advanced scholarship. Evaluating the rigour and validity of research and its relevance to contemporary situations. **(Analysis)**
7. Articulate complex information based on critical awareness and knowledge, adapting to different audiences and circumstances using a variety of communication tools and methods. **(Communication)**
8. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional level. Demonstrate personal effectiveness through critical self awareness, personal reflection and self-management and a keen desire to learn through reflection on practice, real case study scenarios and experience. **(Reflection)**

What is distinctive about this programme?

Staffordshire University MSc Accounting and Finance offers the following distinctive features:

- A diverse team of lecturing staff with research based qualifications such as PhDs, Professional qualifications spanning the accounting and finance profession and a wide range of international experiences covering commercial, industrial and service sectors both private and public.
- A significant level of added value in terms of academic achievement and increased employability across national boundaries.
- A vocational ethos, with employability, enterprise and entrepreneurial aspects as key elements throughout the programme.
- A fostering of your ability to analyse and critically appraise all types of financial information in the context of International Accounting and Financial Management.
- A rigorous preparation for the progression to further studies (such as doctoral programmes and higher level professional accountancy qualifications), with added depth and contemporary relevance to existing professional accountancy qualifications via academic research.

Technology to enhance learning and allow you to practice fund management in a risk-free, safe environment

5 The Structure of your Course

This programme will give students a solid foundation in international accounting and financial management. The first semester of the programme will provide an intensive study of the broad disciplines of international accounting and financial management. The second semester modules will focus on the specialist area of international accounting and financial management. The final semester will conclude with an investment simulation module and an individual dissertation.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Structure for MSc Accounting and Finance

Block 1	Financial Reporting and Analysis (15 credits)	Management Control and Internal Audit (15 credits)	Advanced Corporate Finance (15 credits)	Business Management Research (15 credits)
Block 2	Accounting Theory (15 credits)	International Finance (15 credits)	Economic Analysis of the Firm (15 credits)	Option (15 credits)
Block 3	Dissertation (Accounting and Finance) (60 Credits)			

Options for MSc Accounting and Finance:

Please note that these options will be offered subject to demand.

<ul style="list-style-type: none">• Change Leadership• Project Management• International Supply Chain Management	
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Part-time route (Duration 2 years)

By studying two out of the four modules scheduled for delivery in Teaching Block One and Teaching Block Two and then returning in the following academic year to complete the

remaining modules, concluding with the Dissertation module in Teaching Block Three, you are able to extend the duration of your study to two years.

Indicative pattern of part-time study:-

Teaching Block One Sept to Dec	Financial Reporting and Analysis (15 Credits) <u>Year 1</u>	Management Control and Internal Audit (15 Credits) <u>Year 1</u>	Advanced Corporate Finance (15 Credits) <u>Year 2</u>	Business Management Research (15 Credits) <u>Year 2</u>
Teaching Block Two Jan to May	Accounting Theory (15 Credits) <u>Year 1</u>	International Finance (15 Credits) <u>Year 1</u>	Economic Analysis of the Firm (15 Credits) <u>Year 2</u>	Option (15 Credits) <u>Year 2</u>
Teaching Block Three June - Aug	Dissertation (Accounting & Finance) (60 Credits) <u>Year 2</u>			

The part-time study route will be of particular interest to students who wish to combine work and study. Part-time students are taught alongside full-time students thereby increasing the opportunities for students to benefit from being part of a diverse learning community. Whilst there is no prescribed order of part-time study for modules from teaching block one and two, students are required to have passed at least 90 credits before attempting the Dissertation module. It is a special condition that to register on the Dissertation module, students must have studied and attempted the assessment of the postgraduate Business Management Research module (or equivalent).

6 Learning, Teaching and Assessment on your Course

6.1 Teaching and Learning

Teaching and learning strategies used to deliver this curriculum are designed to provide a critical view of best practice set into the context of the latest theories, models and frameworks, as well as in an international and vocational context. They are designed to develop the critical and innovatory abilities of the participants. The methods of teaching and learning used will vary according to the nature of the subject matter but will have a wide diversity from lectures to student centred activities including seminars, case studies, management games, group work, learning sets, simulations, learning support material, empirical and desk based research.

We recognise that different people learn in different ways and utilise a range of different teaching methods and situations – lectures, guest lectures, tutorials, seminars, workshops, industrial visits and case studies, project work, role-plays, virtual learning environments supplementing the module. In all classes, emphasis will be placed on active, experiential learning - where possible; including lectures which encourage active participation.

The key tactic used on the MSc programmes is 'Learning Teams'. These are introduced at the induction stage. Many students are used to a higher power-distance between students and staff in their previous study, so this link hastens educational-cultural adjustment. Significant emphasis will be placed on the personal and skills development experience through presentations, role-play and personal reflective exercises. This prepares you for the fully independent learning phase when you undertake personal research, guided by your dissertation supervisor.

Directed study supports and builds upon the knowledge and skills learnt in class to provide a fuller understanding of the subject. Personal and module tutors are on hand to provide support to you to discuss any queries, for advice on plans, etc. The curriculum is structured so that skills and knowledge developed in core modules can be transferred, re-applied and further developed. The Personal tutorial system and the continuous emphasis on PDP ensure that you are constantly reflecting upon, adapting and enhancing your learning.

The VLE plays a key role in ensuring communication is maintained and direction is provided to ensure a depth and breadth of learning which complements and enhances the direct contact experiences. All modules have VLE presence, and many are adapted to provide groups of students with a series of online learning and

assessment packages, including videos, formative tests, questionnaires and direction to potential websites for individual learning.

How many hours per week should I expect to spend in class?

For each taught module of 15-credits you will be allocated 36 contact hours, usually over a 12-week period on the full time programmes. These contact hours are divided between tutor-led activities, that is, lectures, and student centred activities, e.g. group discussions. In teaching block 3 you will undertake a dissertation which will be allocated a supervisor to guide your research.

How much independent study should I expect to do?

In addition to these, for each hour of class contact you are expected to spend at least THREE hours and half reading around the subject and engaging in discussions with other students on issues of shared concern. The University places great emphasis on the importance of independent learning for Postgraduates and you should see your own study time having just as much significance for your course as the taught components.

Our experience suggests that as students progress through the course, their approach to learning evolves from one that is more tutor driven at the beginning to one that is more self-determined and self-managed towards the end. In line with this, we have adopted learning and teaching strategy which is more tutor-led at the beginning and more student-centred towards the end. This is clearly illustrated in the modules descriptors.

6.2 How to Submit Assessments

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when you are unable to submit or undertake a piece of assessment due to circumstances beyond your control. The University has put in place a procedure for dealing with such extenuating circumstances. You can find more information on the university's extenuating circumstances procedure at:

<http://www.staffs.ac.uk/extenuating/>

The assessments are written in the light of professional-based assessment guidelines and QAA benchmark standards list "Skills for all Masters programmes". In essence, these are a demonstrable range of appropriate cognitive, critical and intellectual skills, research skills, and relevant personal and interpersonal skills.

Assessment types

A wide variety of both formative and summative assessment vehicles facilitates testing of the Learning Outcomes. Methods include presentations, individual projects, individual reports, debates and examinations. Assessment methods vary between modules but the overall strategy is to have a balanced set of assessments across a variety of methods that will include examinations, assignments, group and/or individual presentation, open analysis cases, projects and dissertations.

The above provides an overview of the types of teaching, learning and assessment which will be utilised to enable you to achieve your full potential and demonstrate the outcomes of the programmes.

6.3 Feedback on your Work

Regular tasks such as case studies, exercises and intensive research based tasks will be set. Students will be expected to work through and complete such tasks in their own time as part of their independent studies. Such tasks will then form the base for group discussion in seminar/tutorial/lecture sessions. This will provide an opportunity for tutors to give formative feedback to students on work completed in their own time. The formative feedback will be in line with what is expected of the students in order to progress well in their course and will provide clear indication to the standard that is expected from students to achieve the highest classification in their summative assessments. Students will normally receive feedback on all assessments, other than examinations, within 20 working days following the date of submission.

6.4 External Examiners Appointed to your Course

External examiners help the university to ensure that the standards of your course are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found at:

www.staffs.ac.uk/externalexaminers/

Following your enrolment onto the course there will be a very important induction programme when you will have the opportunity to meet with all the other students on our programme, the Postgraduate management team, members of academic staff and some ex-students on the same course. You will also be introduced to many student support services e.g. the IT and library services, welfare services, sport facilities, etc.

7 Communication

The course team will communicate with students using a range of methods (E.g. email, noticeboards, Blackboard).

Students are expected to communicate with course team members through e-mail.

8 Support and Guidance

8.1 Academic Support and Guidance

Throughout your course you will meet the Module Tutors at the taught sessions. If you require additional advice and guidance, please do not hesitate to contact the Module Tutors, Award Leader or the Award Administrator. One-to-one support tutorials can be arranged on request, either be face to face, by telephone or by e-mail.

Please contact your tutor if you have any concerns about assessment or any other aspect of your course. Generic support with studying, assignments and assessments can be found on the libraries' Learning Support web-pages:

http://www.staffs.ac.uk/support_depts/infoservices/learning_support/index.jsp

8.2 General Support and Guidance

If you have concerns about your ability to complete your course for any reason, you are strongly encouraged to speak to one of the tutors and hopefully a mutually agreeable support strategy can be offered to you.

If you have any general concerns, the **Faculty Student Guidance Advisor** can help you with a wide range of educational issues as well as offering specialist information and support. A drop-in service is available, but to discuss an issue in depth you can then book an appointment.

If you are part-time, off campus, or a distance learning student you can telephone or email your faculty Advisor. These details are on the Student Guidance website:

http://www.staffs.ac.uk/support_depts/studentguidance/index.jsp

8.3 Disability

Staffordshire University is committed to enabling all students to achieve their full potential. If you have a disability or specific learning difficulty (SpLD) which might affect your progress, you are strongly advised to disclose this to one of the Award or Module Tutors at the earliest opportunity. Every effort will be made to implement any reasonable adjustments to the learning environment in order to support you through the module. Each Faculty has a **Disability Coordinator** who coordinates support for disabled students.

The **Student Enabling Centre** provides specialist study support for disabled students and also a counselling service to support students who may experience issues that affect their mental wellbeing. The service provides a range of information, advice and facilities such as offering study needs assessments, help to apply for the Disabled Students' Allowance (DSA) and providing study support services for students with dyslexia.

At Stoke, the Student Enabling Centre is based in the Cadman Courtyard, and at Stafford in the One Stop Shop in the Beacon Building. More information about the Student Enabling Centre can be obtained from:

<http://www.staffs.ac.uk/study/disabled/> or by e-mail at:

disability@staffs.ac.uk or counsellingreception@staffs.ac.uk

8.4 The Students' Union

Your Students' Union understands the pressures and challenges of academic study and is always here to help all its student members.

Representation

If you have an issue with your course, you can turn to your Student Academic Representatives. Elected by their course mates, the Student Academic Reps are there to listen to your views, represent them at faculty meetings involving your course and feed them back to the Students' Union to help achieve positive outcomes for you. If you're not sure if your course has a Student Academic Rep, get in touch with the Students' Union and we can find yours or help you become one.

Advice

For those matters that can't be fixed so easily, the Union also provides a team of fully-trained advisers to help you solve your problem. Available on both Stafford and Stoke campuses, the advisers can be seen for free all week, just drop in to find out when

they're free. The team can help you with academic issues, housing, student funding, benefits and much more. If you can't make it into the Union, you can also chat to them online at:

www.staffsunion.com/advice.

8.5 Further Support

The University has other services which offer support to international students, mature students, students with caring responsibilities and students who have been in care. Information on all our services for students can be found at:

<http://www.staffs.ac.uk/study/services/>

Information on university support services can be found in the on-line student guide (available at: <http://www.staffs.ac.uk/student/guide/>)

The Student Advice Centre run by the Students' Union provides independent, impartial and confidential advice to students free of charge. More information on the Students' Union can be found at: <https://www.staffsunion.com/>)

9. The Student Voice

During the course you will have the opportunity to share your views and opinions on your modules, course and the university. Your feedback is key to ensuring that we get an accurate picture of what it is like to be a student at Staffordshire University and enables us to enhance the learning experience for current and future students.

10. Rules and Regulations

Your course is delivered and assessed according to the University's Academic Award Regulations. These can be accessed at: <http://www.staffs.ac.uk/regulations>

11. Personal Tutoring

Personal Tutors - Who are they?

Each student will be assigned a member of academic staff as a personal tutor. The personal tutor will then act as a focus for problems encountered by the students and advise on the best way of tackling them. Whenever possible, the personal tutor will also provide advice on a choice of modules within the course.

Your Personal Tutor is the person you should see if you have problems, or need guidance and support. It is important that you feel reasonably comfortable talking to your personal tutor, as students normally keep the same tutor throughout the year. If, for some reason, you are not happy with the personal tutor allocated, please see the award leader to investigate whether a change can be made.

12. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the term used when a student uses his or her previous experiences to gain admission to a programme of study; admission to a module; admission at an intermediate stage in a programme (advanced standing); or to gain exemption from part of a programme of study. These previous experiences may be work-based learning, general learning experiences (experiential) or certificated qualifications.

You should normally apply for exemptions or admission with advanced standing through the RPL scheme when you apply for a place on the award, or immediately upon registration for your modules. You will not be allowed to apply for RPL in a module once you have submitted any assessment for that module. If you apply for exemptions or admission with advanced standing through the RPL scheme you may be required to undergo some assessment to determine the relevance of your experiences/qualifications.

Staffordshire University's RPL scheme can be accessed at:

[http://www.staffs.ac.uk/assets/Recognition%20of%20Prior%20Learning%20Scheme%20V2%20\(2\).tcm44-79321.pdf](http://www.staffs.ac.uk/assets/Recognition%20of%20Prior%20Learning%20Scheme%20V2%20(2).tcm44-79321.pdf)

13. Academic Misconduct and Plagiarism

The University and Faculty take the issues of academic dishonesty, plagiarism or cheating very seriously. If you are caught breaking the University's rules, you can expect to be punished – this might mean failing an assignment, failing a module or even failing your award and being asked to leave the University.

It is vitally important that you understand the rules regarding plagiarism. These can be found at:

http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf

There are several resources available to help you in writing and preparing assignments so that you do not break the rules. You might want to look at the following resources.

<http://www.staffs.ac.uk/studyskills>

If in doubt, make sure you ask your tutor before you submit work, or arrange to see someone in the Study Skills Centre (located in the library).

14. Equality and Diversity

Staffordshire University is committed to equality of opportunity and diversity: these are part of the core values of the institution. We aim to be an inclusive organisation where everyone has a fair opportunity to fulfill their potential.

At Staffordshire University we recognise that people are unique individuals. We are committed to ensuring that all our students and staff - whatever their background, nationality, cultural heritage, age, race, disability, ethnic origin, gender, sexual orientation, religion, belief, colour, gender identity, skills and experiences - are able to study or work in an environment free from discrimination, harassment, bullying and victimisation.

We all have a responsibility to ensure that this happens, and students and staff are expected to behave in a way that promotes a welcoming and inclusive environment for all.

The Students' Charter sets out the University's commitment to students and your responsibilities as a student. This can be found at www.staffs.ac.uk/legal/policies/studentcharter/ The University also has a behaviour policy to inform students and staff of the behaviour expected of students. This can be found at: www.staffs.ac.uk/legal/policies/index.jsp

More information, support and advice about any aspect of equality and diversity at Staffordshire University can be obtained from www.staffs.ac.uk/diversity

Appendix A – Award Learning Outcomes

Learning Outcomes of the Award

Award Outcomes – PG Certificate in Accounting and Finance (exit award) 60 Credits

On completion of the PG Certificate in Accounting and Finance participants will be able to demonstrate the following learning outcomes.

1. Demonstrate a systematic awareness, understanding and knowledge of contemporary international accounting and finance theory, research and professional practice within a local and global context **(Knowledge and Understanding)**
2. Demonstrate intellectual and entrepreneurial skills in the application of accounting and finance knowledge, together with a practical understanding of how established techniques of accounting and finance are used in analysis, performance evaluation and decision making at a strategic level **(Application)**
3. Demonstrate the capacity to learn independently and critically and to take responsibility for continuing professional development. Contextualise, analyse and learn from experience or simulated environments taking a global perspective upon contemporary developments and research in the field of accounting and finance. **(Learning)**

Award Outcomes – PG Diploma in Accounting and Finance (exit award) 120 Credits

On completion of the PG Diploma in Accounting & Finance participants will be able to demonstrate the following learning outcomes.

The PG Certificate in Accounting and Finance Award Outcomes **plus**:

4. Generate innovative and enterprising finance solutions and applications of knowledge which inform decision making, develop ideas and propose accounting and finance solutions taking into account the needs of stakeholders in a competitive and challenging global environment. **(Problem Solving)**
5. Articulate complex information based on critical awareness and knowledge, adapting to different audiences and circumstances using a variety of communication tools and methods. **(Communication)**
6. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiatives and personal responsibility, self-direction and originality in tackling and solving finance problems and act autonomously in planning and implementing tasks at a professional level. **(Reflection)**

Award Outcomes – MSc Accounting and Finance

On completion of the MSc Accounting and Finance participants will be able to demonstrate the following learning outcomes.

Demonstrate a systematic awareness, understanding and knowledge of contemporary corporate accounting and finance theory, research and professional practice within a global context **(Knowledge and Understanding)**

1. Demonstrate intellectual and entrepreneurial skills in the application of corporate accounting and finance knowledge, together with a practical understanding of how established techniques of Accounting and Finance are used to achieve sustainable economic growth **(Application)**
2. Generate innovative and enterprising solutions and applications of knowledge in a specialist finance area which inform judgements, develop ideas and propose finance solutions taking into account the needs of stakeholders in a competitive and challenging global financial environment. **(Problem Solving)**
3. Demonstrate the ability to learn independently and to take responsibility for continuing professional development. Contextualise, analyse and learn from experience or simulated environments taking a global perspective upon contemporary developments and research in the field of Accounting and Finance. **(Learning)**
4. Devise and apply valid research and investigative methods to access existing data and information, and also where necessary generate new data. Demonstrate understanding of the environment of chosen methodologies within major accounting and finance research paradigms. **(Enquiry)**
5. Demonstrate a conceptual understanding and critical awareness of current Accounting and Finance research and advanced scholarship. Evaluating the rigour and validity of research and its relevance to contemporary finance situations. **(Analysis)**
6. Articulate complex information based on critical awareness and knowledge, adapting to different audiences and circumstances using a variety of communication tools and methods. **(Communication)**
7. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiatives and personal responsibility, self-direction and originality in tackling and solving finance problems and act autonomously in planning and implementing tasks at a professional level. **(Reflection)**
8. Demonstrate personal effectiveness through own critical self-awareness, personal reflection and self management and a keen desire to learn through reflection on practice and experience. **(Reflection)**

Appendix B – Curriculum Maps

MSc Accounting and Finance

Module Title	Award Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Financial Reporting and Analysis	√	√	√	√	√		√	√	√
Management Control and Internal Audit	√		√	√	√	√	√	√	√
Advanced Corporate Finance		√	√			√	√	√	√
Business Management Research				√	√	√	√	√	√
Accounting Theory	√	√		√	√	√	√	√	√
International Finance	√	√	√	√	√	√	√	√	√
Economic Analysis of the Firm			√	√	√	√	√	√	√
Option									√
Dissertation	√	√	√	√	√	√	√	√	√

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- **Note:**

1. Any 4 modules (or equivalent) will cover the learning outcomes for the PG Certificate Accounting and Finance

2. All 8 modules (or equivalent) are required to cover the learning outcomes of the PG Diploma Accounting and Finance

Appendix C - Glossary of Terms

<p>Module</p>	<p>A unit of study with a defined learning outcomes, curriculum and assessment.</p> <p>The module definition is to found in the module specification for the module.</p> <p>Each module has a number of Credits, associated with it. A single module is worth 15 Credits and notionally requires 150 hours of learning activity to complete. This learning activity being divided between time for class contact hours with staff, independent study and assessment. The number of allocated learning hours rises in proportion to the number of Credits attributed to a module at the rate of 10 hour per credit. All modules are multiples of the basic unit of 15 Credits. So for example, a double module will be worth 30 Credits and will have a learning time of 300 hours.</p>
<p>Core module</p>	<p>This is a module that you must take and pass to qualify for a given award title or range of titles.</p>
<p>Award Option</p>	<p>This is a module chosen from a list of Award Option modules. Award Option modules are studied in conjunction with the core modules and from the prescribed set of modules for a particular named award</p>
<p>Co-requisites</p>	<p>Co-requisites are those modules that you must take as a package. All the Level 4 core modules can be considered to be co-requisites. We have defined co-requisites to make sure that there is sufficient shape and coherence in your programme of study to make it a rewarding and interesting experience. A corequisite is therefore a module which must be studied in addition to and normally at the same time as a particular module.</p>
<p>Pre-requisites</p>	<p>A pre-requisite is defined as a specific requirement that you must meet before you can take a module. In a similar way as entry to an Award was dependent on your achieving A-Level or BTEC passes for example, or having other prior knowledge, for some modules you will have to be 'qualified' to take them. This will normally mean studying for a module at an earlier level in the Award.</p> <p>Pre-requisites are specified to make sure that you have the knowledge and skills you will need to be successful in</p>

	<p>your chosen modules. Please refer to the Undergraduate Modular Framework Regulations for a more detailed description of this term in particular the distinction between the terms 'pre-requisites' and 'Special Admissions Requirements'.</p>
<p>Disqualified Combinations</p>	<p>Although rare, disqualified combinations are those modules which you cannot study together. This is normally because the content of the modules overlaps in some way, such that by taking both you would not cover the equivalent of two-modules learning.</p>
<p>Level</p>	<p>This indicates the academic level at which study is to be undertaken –</p> <p>MSc is a level 7 award. Normally it corresponds to one year of study for full-time students. However, students may take modules from different levels at the same time, provided that they meet the requirements for their award.</p>
<p>Teaching block</p>	<p>A period of study into which the year is divided, that may include induction learning, assessment and academic counseling. There are currently two teaching blocks in each academic year.</p>

Appendix D – Feedback on assessments

Our principles - good feedback should:

Because of the principles, you; the student; can expect:

1. Be an interactive process involving student-tutor and student-student dialogue

There should be an agreed point of reference and common starting point between students and staff as to what constitutes the purpose and use of feedback as part of a learning process. The content of this originates from the knowledge and professional expectations of the subject discipline. Determining the common starting point is an iterative process emerging out of interactive dialogue between staff, students and their peers, where all participants challenge and are open to each other's views.

- To work with a set of agreed assessment rules
- To agree with staff and other students on why you will get feedback
- To debate with other students
- To learn from other students
- To see other students learn from you
- To debate with lecturers and other staff
- To learn from lecturers and other staff
- University staff to learn from you
- Every conversation about your studies to be a type of feedback you can learn from (we are an Academic Community)
- To get feedback throughout your course
- To also get specific and timely formal written feedback from lecturers on your marked assessments

2. Facilitate the development of self-assessment and reflection

The feedback should generate a series of questions for the student which makes them think about their learning now, and what they need to do to develop their learning in the future. This will enable them to understand the purpose of the feedback in each specific context; create the capacity to developing evaluative judgement; the ability to review their own performance against professional and academic criteria; and to think about learning

- To ask yourself new questions about your learning
- To ask yourself new questions about your subject
- To improve your understanding of your own thoughts
- To improve your ability to see the worth of other people's work and thoughts
- To improve your ability to evaluate your own work and the work of others
- To become better at working in order to meet specific goals or targets

strategies they need to develop in the future;

3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task. [1]

This involves identifying and justifying the strengths and achievements of the assignment, artefact or task under discussion. This should also then lead to outlining how changes and improvements may be made, through reference to discussion around what constitutes the criteria for good performance and how the outcomes of the task have been met. Students need to be aware that feedback is a process that can take place at any time or place, and isn't restricted to formal learning situations.

4. Be developmental, progressive and transferable to new learning contexts

The dialogue and understanding that emerges from the feedback should be applicable both to the current debate and also contain elements that are able to be translated to a range of current and future learning situations. As the student progresses through their learning journey they should be developing a more sustained and sophisticated approach to their learning,

- To get better at working out what types of feedback you need and working out when you need feedback

- To get better at seeing where your work is good and where it needs improvement
- To get better at seeing where other people's work is good and where it needs improvement
- To get better at giving people help to improve their work
- To get better at accepting and using help from other people to improve your own work
- To discuss how ideas like "good" and "bad" relate to marking criteria
- To get and give feedback wherever you can: not just in tutorials or seminars

- Your feedback to be relevant to your course
- Your feedback to be relevant to the way your wider subject area is developing
- Your feedback to give you useful ideas for ways of doing future learning
- Your feedback to help you get a deeper understanding of your subject
- Your feedback to help you develop your overall thinking

culminating in the expression of the graduate attributes appropriate to their level and subject specialism

5. Be ongoing and embedded in the learning process

Feedback isn't simply an activity that takes place after assessment – it isn't something that is simply done to students! Feedback that is effective and timely occurs when students know when they need it, recognise what they want it for, and know how to ask for it in a way that is appropriate to their needs.. It is multi faceted both in terms of content and format.

- To give and receive feedback frequently
- To learn to recognise when it would be useful for you to get feedback
- To learn to recognise what type of feedback it would be useful for you to get
- To learn how to ask for appropriate feedback
- To recognise that there are many appropriate ways of giving feedback

6. Motivate, build esteem and confidence to support sustainable lifelong learning

Feedback needs to point out what has been done well, both in terms of the task process and the product. Feedback needs to offer 'do-able' actions for future learning/work, so that students are able to improve. Modules/awards need to engage students with multiple feedback opportunities,

- To get, and give, praise for things that have been done well
- To get ideas that will help you improve your future learning and work
- To give ideas that will help other people to improve their future learning and work
- To get a lot of chances to receive and give feedback in a variety of ways

7. Support the development of learning groups and communities

Good feedback – as outlined in Points 1- 6 - should create the environment whereby effective and productive learning is taking place, leading to the emergence of a flourishing learning community.

- To be part of an improving learning community
- To be personally responsible for helping that community get even better
- To see other people also taking personal responsibility for helping the community to get even better

