



## Programme Specification

**A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from  
The University of Sheffield**

1	<b>Programme Title</b>	Accounting & Financial Management
2	<b>Programme Code</b>	MGTU12
3	<b>JACS Code</b>	N400
4	<b>Level of Study</b>	Undergraduate
5a	<b>Final Qualification</b>	Bachelor of Arts with Honours (BA Hons)
5b	<b>QAA FHEQ Level</b>	F6
6	<b>Intermediate Qualifications</b>	None
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Social Science
9	<b>Department</b>	Management School
10	<b>Other Departments involved in teaching the programme</b>	Economics, Law
11	<b>Mode of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	3 years
13	<b>Accrediting Professional or Statutory Body</b>	Association of Chartered Certified Accountants Certified Practising Accountant Australia Institute of Chartered Accountants of England and Wales Institute of Chartered Management Accountants Institute of Chartered Accountants of Scotland
14	<b>Date of production/revision</b>	March 2015, October 2023, April 2024

### 15. Background to the programme and subject area

Accounting and Financial Management plays a major role in all organisations, whether profit or not-for-profit, public or private sector organisations. Accountancy is often regarded as just a series of mathematical or mechanical techniques. Of course, learning how to use these techniques is important, but at degree level and in almost all future accounting-based careers, accounting is much more than this. Our programmes explore the way in which accounting informs decisions in organisations and the impact which the use of accounting information systems can have on various aspects of organisational life. A study of accounting within its organisational context is central to the accounting degree at Sheffield.

The teaching of accounting involves a command of the techniques of financial accounting, management accounting and financial management/finance, and a critical approach to their uses and limitations. As well as learning about techniques, students learn to understand and critically analyse the various roles and forms of practice and the integration with other organisational functions; the social and political influences on accounting practice; and the likely future for accounting. The degree presents a balanced mix of technical and conceptual study, and its development of students' analytical and critical powers provides skills that are transferable to a variety of future careers.

The Management School has achieved a high quality of teaching that is informed by excellent research. The School also has an excellent record of graduates gaining employment. With a significant number of undergraduates and postgraduates coming from overseas, the School has an international reputation and outlook.

Further information about the Management School is available on our website at <http://www.shef.ac.uk/management>.

## 16. Programme aims

1. Our students will be employable graduates.
2. Our students will have contextually relevant critical thinking skills.
3. Our students will be socially responsible professionals in their discipline.
4. Our students will acquire core insights on a wide range of contemporary accounting and finance functions and domains.

## 17. Programme learning outcomes

### Knowledge and understanding: On completion of the programme, students will be able to

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|-----------|--|
| <b>K1</b> | Apply relevant perspectives, themes and concepts to accounting and financial management practices. |
| <b>K2</b> | Evaluate a range of accounting and finance theory.   |

### Skills and other attributes: On completion of the programme, students will be able to

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|-----------|--|
| <b>S1</b> | Demonstrate effective written communication skills for different purposes and audiences. |
| <b>S2</b> | Demonstrate effective oral communication for different purposes and audiences.           |
| <b>S3</b> | Make sound commercial and organisational decisions considering wider contexts.           |
| <b>S4</b> | Critically analyse management practices.   |
| <b>S5</b> | Evaluate relevant theoretical concepts.  |
| <b>S6</b> | Apply social responsibility concepts to management practices.                            |

## 18. Teaching, learning and assessment

### Development of the learning outcomes is promoted through the following teaching and learning methods:

1. **Lectures** are used throughout the programme in order to impart essential knowledge relating to K1-K5 above.
2. **Tutorials** are staff-led for groups of approximately 15-20 students and are used throughout the programme for development of the skills and other attributes relating to S1-S11 above. Tutorials are also used to describe meetings arranged between a tutor and an individual student in order to clarify a particular problem experienced by that student in the understanding of material or in the process of preparation for a tutorial or an assessment.
3. **Independent study** is essential to the successful completion of the programme. Independent study is necessary to both assimilate and further clarification material obtained from lectures, preparation for seminars, preparation for written assessments, and the broader development of knowledge of the field of study.
4. **Group work** is an important part of some modules in the programme and it provides an opportunity for teamwork participation, the development of interpersonal skills and the reconciliation of different points of view.

**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

Assessment is by coursework and examination in proportions that vary according to the needs of particular modules.

The main principles underlying assessment are that understanding, interpretation and application are the crucial issues. Assessment cannot be satisfied by a student simply replicating and synthesising material from hand-outs, texts and journals. In making appropriate applications to real and hypothetical industry situations and problems, critical evaluation is essential for higher grades in assessment rather than just description.

Each assessment method used is related to the learning outcomes as follows:

<b>Essays</b>	Contextual understanding; general application of principles to industry practices; interpretation and evaluation of oral evidence – assesses all learning outcomes except S1, S6 and S10.
<b>Individual Reports</b>	Direct application of principles to specific organisations and situations – assesses all learning outcomes.
<b>Group Reports</b>	Responding to specific organisational brief, teamwork, consultation, presentation and feedback – assesses all learning outcomes.
<b>Peer Group Assessment</b>	Individual contributions to group process – assesses all learning outcomes.
<b>Portfolios</b>	Development of a variety of skills relating to S1-S11 above.
<b>Formal Reports</b>	As for Individual Reports above but with additional communication skills – assesses all learning outcomes.
<b>Unseen Examinations</b>	Retention and understanding – assesses all learning outcomes except S6 and S10.

Skills such as IT, teamwork and presentations are assessed directly in particular modules.

## **19. Reference points**

**The learning outcomes have been developed to reflect the following points of reference:**

The Learning & Teaching Strategy of the Management School

Professional Accreditation Requirements

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2014)

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

## **20. Programme structure and regulations**

The programme is designed to provide mainly core modules at Level 1 and some student choice of modules at Levels 2 and 3 to provide students with opportunities to focus on individual interests. Level 1 introduces the basic concepts and techniques of Accounting and Financial Management, and these are developed as students' progress to levels 2 and 3. Level 1 also includes modules to incorporate a relevant background in quantitative methods, economics and organisational behaviour. At this level, the students are encouraged to reflect on their own self development. Staff continually update the teaching content delivered on the programme to reflect latest developments and the results of their own research activities where appropriate. Staff research activities are particularly reflected in Level 2 and 3 of the programme. The programme is accredited by the ACCA, CIMA, CIPFA, CPA (Australia) and ICAEW, and students may obtain exemption from foundation stage examinations. Exemptions from other higher-level papers may be obtained depending on the subjects taken.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at

<http://www.sheffield.ac.uk/calendar/regs>.

## 21. Student development over the course of study

Curriculum development is linked to the university mission to “maintain highest standards of excellence as a research-led institution, whose staff work at the frontiers of enquiry and educate students in a research environment”. By linking our curricula development to research we have created a stimulating environment for students’ that promotes a progressive depth of understanding and is intellectually challenging.

**Level 1** modules introduce the basic knowledge and techniques of accounting and financial management, and its context. Curriculum development is integrated with the processes of learning. The student-centred emphasis of the programmes is enhanced by interdisciplinary work, self-study and personal skills development. The delivery mechanism which achieve this is apparent in second and third year modules, through the use of case studies.

Modules have specific learning objectives, particularly relating to knowledge and techniques relevant to individual disciplines. Other learning objectives are more concerned with common skills of both analysis (e.g. task and problem identification, analysis and resolution) and process (e.g. team work, consultation meetings and presentation).

**Level 2** modules are designed to build on the first year acquisition of knowledge, to build student analytical abilities and the capacity to match knowledge and skills to diverse and unanticipated circumstances. The second year is designed to increase learner autonomy above that attained during the first year.

Within these modules, an emphasis is placed on whole course learning during which new material may be introduced in a variety of formats other than lectures, including self-study exercises, recommended reading and tutorial topics. More student guidance is developing within our modules and this takes the form of student shared-experiences, self/peer assessments as well as increasing levels of academic feedback.

**Level 3** modules are selected so that students may develop high levels of analysis when dealing with realistic, open-ended problems. The third year is designed to increase learner autonomy above that attained during the second year.

## 22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at <http://www.shef.ac.uk/prospective/>

## 23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.