C301-ABF Master of Arts in Accounting and Business Finance

PROGRAMME DETAILS
Programme Code: C301-ABF
Department: Accountancy & Finance
Main Award: MA - Master of Arts
Full Award Title: Master of Arts in Accounting and Business Finance
Level: Undergraduate

LOCATION OF STUDY
Edinburgh Y Scottish Borders N Orkney N
Dubai Y Malaysia Y Approved Learning Partner N
Independent Distance Learners N Collaborative Learning Partner N Other N

ASSOCIATED AWARDS
Programme Code Award Title
C301-ABF MA Master of Arts in Accounting and Business Finance

ACCREDITATION
To be applied for: ACCA, AIA, CIMA

LEARNING OUTCOMES – SUBJECT MASTERY
Understanding, Knowledge and Cognitive Skills

- Processes and practices of financial accounting, financial reporting, managerial accounting, business finance and assurance and their roles in organisational governance.
- Major issues and problems currently affecting accounting, assurance and accountability processes and practices.
- Developments and current issues in the regulation of corporate reporting and financing.
- Role of theory in understanding and evaluating a range of accounting, assurance and accountability issues.
- Development of analytical skills to understanding the characteristics and nature of corporate governance systems.
- Knowledge of business finance to provide understanding and awareness of the operation of capital markets, corporate finance, investment and financial instruments.

Scholarship, Enquiry and Research (Research Informed Learning)

- Influence of theory and conceptual thinking on the development of effective accounting and assurance practices.
- Ability to interpret the value of research into the history of accounting, assurance and accountability thinking and practice.
- Competence in applying a range of different research methods to evaluate financing, accounting, assurance and accountability problems.
- Knowledge of the main research methods applied in financing, accounting, assurance and accountability studies.
- Awareness of a range of sources of data and evidence to investigate financing, accounting, assurance and accountability problems.
• Methodological issues: process and bases of enquiring and understanding managerial accounting issues, policies and practices.
• Ability to conduct independent research, including developing research questions, research design, data gathering and analysis and reviewing relevant literature.

LEARNING OUTCOMES – PERSONAL ABILITIES

Industrial, Commercial and Professional Practice

• Apply selectively and appropriately a range of accounting and assurance practices in a range of organisational contexts.
• Awareness of the critical aspects of the different contexts in which accounting operates.
• Understand how a knowledge of academic research, professional research and pronouncements and financial and business media articles could influence the future development of accounting, assurance and accountability practices.
• Critically evaluate the appropriateness of different accounting, assurance and accountability practices in different contexts.
• Understand a range of contemporary factors that could impact on the accountancy profession
• Analysis of regulation and power.

Autonomy, Accountability and Working With Others

• Demonstrate effective working within a team environment.
• Demonstrate effective working independently.
• Reflect critically upon their process of learning, and identify areas for continued professional development.

Communication, Numeracy & Information and Communications Technology

The use of a wide range of routine skills, together with the use of a carefully specified range of specialised or advanced skills, used in Accounting and Assurance professional practice that enable:

• Individual and group presentations to fellow students and staff
• Communications with staff.
• Communications within group working.
• Use of word processing package, spreadsheets, quantitative analysis packages, company reporting databases.
• Individual and group seminar oral presentations to fellow students and staff and communications with staff and fellow students within group working situations. This involves the use of email, word processing, powerpoint, internet.

APPROACHES TO TEACHING AND LEARNING
The School of Management and Languages is committed to enhancing the student learning experience through its approach to teaching and learning, which is derived from the University's own Learning and Teaching Strategy.

In the early stages of study, considerable emphasis is given to assisting students in the transition into Higher education through induction events in the first semester of study. These introduce students to the different teaching methods that they will encounter: mostly lectures, tutorials, workshops, computer lab work – as well as familiarising students with support services such as the library, computing services and the virtual learning environment. In addition, the School is committed to providing a thorough grounding in scholarship skills covering matters such as critical approaches to secondary texts and data, academic writing techniques, professional practice in accounting, and reflective learning.

Throughout the degree programme, teaching is research-informed. The acquisition of study skills is the first stage of this process, and the programme is designed so that students develop professional level expertise in these skills as they progress through their studies, culminating in the completion of a dissertation project. Professional development planning also forms an integral part of the programme of studies throughout the degree, so that students graduate with a wide range of skills appropriate for embarking on professional level employment in a wide range of careers, and not just those most closely associated with the study of accounting. These policies ensure that graduates have high levels of employability and professional career readiness.

Approaches to teaching and learning are examined yearly through programme and course review. These processes are informed by various forms of feedback of which the most important are student feedback, external examiners reports, and evidence of the achievement of learning outcomes from formative and summative assessment.

Further details of the approaches to teaching and learning used in individual courses are included in course descriptors.

**EDUCATIONAL AIMS OF THE PROGRAMME**

The Accounting and Business Finance degree has been designed to offer students a coherent programme of study in the discipline, providing sufficient coverage to enable graduates to proceed to professional Accountancy training programmes and postgraduate study in the discipline, while allowing
sufficient flexibility for students to develop areas of interest to them. The programme meets the criteria of the Scottish Credit and Qualifications Framework for progression, and intermediate and final awards. The Quality Assurance Agency benchmarking statement is used to ensure that content and learning outcomes are broadly comparable with that of programmes offered in similar institutions. This programme is informed by recent developments in research as well as facilitating the development of professional, transferable skills in order to support the transition into employment upon graduation. The employability of graduates is enhanced by maximising the opportunities for exemptions awarded by professional accountancy bodies. The programme has a strong international flavour, resulting both from international recruitment and programme content. Students entering the programme have opportunities to develop scholarship skills, undertake professional and employability development, and engage in the practice of reflective learning.

Subject-specific knowledge and skills

On completion of this degree a student should have the following subject-specific knowledge and skills:

- awareness of the importance of the socio-economic and regulatory contexts in which accounting operates.
- competence in the application of key accounting and assurance practices in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the operations of business; financial analysis and projections.
- Knowledge of contemporary research in accounting, assurance and accountability with the ability to critically evaluate this research
- Ability to apply a range of valuation practices to a range of intangible and tangible assets, financial instruments, debts and categories of capital.
- Ability to evaluate different ways of financing company activities and capital structures
- Knowledge of theories and empirical evidence concerning asset pricing, investment portfolio construction, corporate finance, financial risk management, and the operation of capital markets.

Cognitive abilities and generic skills
On completion of the degree a student should have the following abilities and skills:

- The capacity for the critical evaluation of arguments and evidence and to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student.
- The ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources.
- Capacities for independent and self-managed learning.
- Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level.
- Communications and information technology skills including oral as well as written presentation skills.
- An ability to work in groups, and other interpersonal skills.

**ASSESSMENT POLICIES**

The programme uses a range of assessment types at all stages of study. Formative assessment is used in many courses to provide students and staff with feedback on performance and the achievement of learning outcomes. This feedback is used both to inform programme development, but also to enable the adaptation of learning opportunities to meet the needs of individual students and the cohort of learners. Summative assessment for most courses will involve a combination of coursework and examinations, with greater weight typically given to unseen examination rather than coursework. The format of all assessment is determined by its appropriateness for measuring the learning outcomes of courses.

Among the forms of assessment used in the programme are essays, multiple-choice question tests, written exams, presentations, group and individual projects and the dissertation.

Further details of the approaches to teaching and learning used in individual courses are included in course descriptors.
Variations in assessment occur as follows:

Campus based programmes are assessed through a combination of coursework and examination. The weighting of assessments varies according to the course.

### PROGRAMME STRUCTURE

#### Mandatory Courses

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<th>SBC</th>
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<th>HWUM</th>
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**ELECTIVES (UG)**

**Stage 1**

N/A

**Stage 2**

Electives to be chosen from across the university, dependent upon pre-requisites, availability and timing.

**Stage 3**

Electives to be chosen from across the university, dependent upon pre-requisites, availability and timing.

**Stage 4**

N/A

**Stage 5**

N/A

**COMPOSITION AND STAGE NOTES (UG)**

**Stage 1**

No taught courses. Stage 2 entrants in HWUM are awarded APL credits for Stage 1.

Mandatory Credits 1 | 120
Optional Credits 1   | 60
Elective Credits 1   | 0
Total 1              | 180

**Stage 2**

8 courses: 4 mandatory, 4 optional/ elective (including at least 2 optional courses). All mandatory and optional courses are at SCQF level 8. Elective courses can be drawn from available electives at levels 7 & 8.

Mandatory Credits 2 | 60
Optional Credits 2 60
Elective Credits 2 120
Total 2 120

Stage 3

8 courses: 3 mandatory, 5 optional/elective (including at least 2 optional courses). All mandatory and optional courses are at SCQF level 9. Elective courses can be drawn from available electives at levels 7, 8 & 9.

Optional Credits 3 45
Elective Credits 3 75
Total 3 120

Stage 4

8 courses: 2 mandatory, 6 optional. All mandatory and optional courses are at SCQF level 10.

Mandatory Credits 4 30
Optional Credits 4 90
Elective Credits 4 120
Total 4 120

Stage 5

Mandatory Credits 5
Optional Credits 5
Elective Credits 5
Total 5 0

ASSESSMENT AND PROGRESSION (UG)

Reassessment Opportunities

1. A student who has been awarded a Grade E or a Grade F in a course may be re-assessed in that course.
2. A student shall be permitted only one re-assessment opportunity to be taken at the Resit diet of examination following the first assessment of the course.
3. A student shall not be re-assessed in any qualifying course taken in the final stage of a course of study.
4. The Progression Board may permit a student to be re-assessed in any qualifying course not taken in the final stage in order to gain credits for the course, provided that the mark or grade obtained in the first assessment of any such course is used in determining the classification of the degree to be awarded.

Progression Requirements

Part A. The minimum number of credits required to progress through each stage are as follows

Stage 1 to 2 n/a as students are direct entry to Stage 2 with 120 APL credits
Stage 2 to 3 At least 210 credits with a minimum of 90 at level 8.
Stage 3 to 4 At least 360 credits with a minimum of 90 at level 9.
Stage 4 to 5 N/A
### Part B. The minimum grade of D is required in the following courses

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>n/a as students are direct entry to Stage 2.</th>
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| Stage 2 | All courses that are designated/pre-requisite for study at a higher level at grade D or better, plus additional courses (if required) so that no less than 4 courses at SCQF level 8 are passed at grade D or better.  
  
  For students enrolled on the MA (Hons), in order to progress to the honours stream students must attain at least a grade C, at the first attempt, in six courses associated with the stage of study. MA(Hons) students who fail to achieve the grade C requirement, but have at least 4 SCQF level 8 mandatory/optional courses at grade D, or better, and the requisite credits (including any required pre-requisites) will transfer to stage 3 of the BA(Ord) degree programme. |
| Stage 3 | All courses that are designated/pre-requisite for study at Stage 4 at grade D, or better, plus additional courses (if required).  
  
  For students enrolled on the BA (Ord), no less than 4 courses at SCQF level 9 are passed at grade D or better.  
  
  For students enrolled on the MA (Hons) no less than 6 mandatory/optional courses associated with the stage are to be passed at grade C, or better, at the first attempt. MA (Hons) students who fail to achieve the grade C requirement, but have at least 4 SCQF level 9 mandatory/optional courses at grade D, or better, (including any required pre-requisites and credits) will transfer to the BA(Ord) degree programme for graduation.  
  
  Students on the BA (Ord) route can be transferred on to the MA (hons) route subject to successfully completing the third year MA (Hons) progression requirements. |
| Stage 4 | For progression to award: |
Ordinary Degrees

The BA ordinary degree will be awarded where 360 credits have been obtained, with no less than 4 courses at Scottish Credit and Qualification Framework level 9 passed at Grade D, or better; including both designated Accountancy courses and at least two other designated courses.

Where a student obtains grade A in no less than five out of eight courses completed at stage 3 (SCQF level 9), the examination board will consider whether to make the award of Bachelor of Arts with distinction.

Honours Degrees

Honours classification is determined by a weighted average of marks attained in 12 Qualifying Courses taken over Stages 3 and 4. All 8 courses completed at stage 4 are qualifying courses and these courses have a weight of 80% in the average. Out of the 6 Scottish Credit and Qualification Framework level 9 (HW level 3) Qualifying Courses completed at Stage 3 only four are included in the calculation of the weighted average. These carry a weight of 20% in the average, and they are: Management Accounting Techniques and Decisions, Contemporary Issues in Accounting and the 'best' two other Qualifying Courses.

The 'best' Qualifying Course is that subset of potentially qualifying courses that consists of single semester courses and the whole of year-long courses for which the student has obtained the highest average mark.

Where the weighted average falls into a borderline, the Progression Board will give further consideration on a case by case basis.

Resits of Stage 3 Qualifying Courses are allowed but only in order to gain credits for the course. For the purposes of determining the degree classification, the mark
obtained in the first assessment of a Qualifying Course must be used.

### AWARDS, CREDITS AND LEVEL (UG)

#### Part A. Credit Requirements

<table>
<thead>
<tr>
<th></th>
<th>Overall Credits</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>600</td>
<td>600 SCQF credits including a minimum of 120 credit at Level 11</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>480</td>
<td>480 SCQF credits including a minimum of 180 credit at Level 9 and 10 of which at least 90 credits at Level 10</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>360</td>
<td>360 SCQF credits including a minimum of 60 credit at Level 9</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>240 SCQF credits including a minimum of 90 credit at Level 8</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>120 SCQF credits including a minimum of 90 credit at Level 7</td>
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</table>

#### Part B. Mark/Grade Requirements

<table>
<thead>
<tr>
<th></th>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>&gt;=50%</td>
<td>C</td>
<td>Credit Weighted Average &gt;=50% over all qualifying courses at Grades A-D</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>&gt;=40%</td>
<td>D</td>
<td>1st: Credit Weighted Average &gt;=70% Over all qualifying courses at grades A-D. 2.1: Credit Weighted Average &gt;=60% Over all qualifying courses at grades A-D. 2.2: Credit Weighted Average &gt;=50% Over all qualifying courses at grades A-D. 3rd: Credit Weighted Average &gt;=40% Over all qualifying courses at grades A-D.</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
</tbody>
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### DURATION OF STUDY

<table>
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<tr>
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<th>Full-time</th>
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<tbody>
<tr>
<td>Integrated Masters</td>
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<tr>
<td>Honours Degree</td>
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<tr>
<td>Ordinary or General Degree</td>
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</tr>
<tr>
<td>Diploma of Higher Education</td>
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<tr>
<td>Certificate of Higher Education</td>
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