

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details					
1.1	Awarding body	Wrexham University			
1.2	Teaching institution	Capital College Princeton Management College			
1.3	Final award and programme title (Welsh and English)	BA (Hons) Accounting and Finance Management (Top Up) BA (Anrh) Rheoli Cyfrif a Cyllid			
1.4	Exit awards and titles	N/A			
1.5	Credit requirements	120 credits at Level 6			
1.6	Intake points	Capital College	Sept/Oct, Jan/Feb		
		Princeton Management College	Sept, Feb, May		
1.7	Mode of study	Full time			
1.8	Length of delivery	1 year			
1.9	Location of delivery	Capital College, Dubai, UAE and Capital College LLC at Sharjah Publishing City Free Zone Princeton Management College, 1st Floor (9), MICT Park, Hlaing Region, Hlaing Township University, Yangon Region, Myanmar			
1.10	Mode of delivery	Capital College	Full time	In person	
		Capital College	Full time	Online	
		Princeton Management College	Full time	In person	
1.11	Language of delivery	English			
1.12	Faculty	Business School			
1.13	Subject area	Business			
1.14	HECoS Code	100104 – Accountancy			
1.15	Suitable for applicants requiring a Student Visa? (home programmes only)	N/A			
1.16	Is DBS check required on entry?	No			
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A			
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.			
1.19	External reference points	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-			

Section 1 – regulatory details		
		management.pdf?sfvrsn=db39c881_5 Subject Benchmark Statement Business and Management November 2019
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	N/A
1.22	Placement / Work based learning	N/A – no placement
1.23	Length and level of the placement	N/A
1.24	Collaborative arrangement	Franchise – Capital College Franchise – Princeton Management College

Section 2 – programme details	
2.1 Aims of the programme	
The following are the specific aims of the programme: Aim 1: To equip students wishing to enter the world of business with a broad, integrated understanding of key aspects of accounting and financial management and the changing environment in which businesses operate. Aim 2: To provide students with the most up to date accounting and financial management knowledge and skills that will enable the professional development of future financial business leaders. Aim 3: To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent learners and to encourage critical thinking and problem-solving skills, knowledge of managerial responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner. Aim 4: To provide high quality education in theoretical and practical knowledge and skills in various aspects of accounting and financial management for those who wish to pursue or further advance their careers in business.	

2.2 Programme structure and diagram, including delivery schedule
The Top up is aligned to the third year of the home provision. A separate schedule is provided for each intake point at each partner below.

Capital College Full-time Programme Structure – Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	BUS688	Advanced Financial Management	20	Core	1
6	BUS699	Strategic Management	20	Core	1
6	BUS689	Audit and Assurance	20	Core	2
6	BUS694	Financial Reporting and Analysis	20	Core	2
6	BUS692	Dissertation	40	Core	1/2

Capital College Full-time Programme Structure – Feb intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	BUS689	Audit and Assurance	20	Core	2
6	BUS694	Financial Reporting and Analysis	20	Core	2
6	BUS688	Advanced Financial Management	20	Core	3
6	BUS699	Strategic Management	20	Core	3
6	BUS692	Dissertation	40	Core	2/3

Princeton Management College Full-time Programme Structure – Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	BUS688	Advanced Financial Management	20	Core	1
6	BUS699	Strategic Management	20	Core	1
6	BUS689	Audit and Assurance	20	Core	2
6	BUS694	Financial Reporting and Analysis	20	Core	2
6	BUS692	Dissertation	40	Core	1/2

Princeton Management College Full-time Programme Structure – Feb intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	BUS689	Audit and Assurance	20	Core	2
6	BUS694	Financial Reporting and Analysis	20	Core	2
6	BUS688	Advanced Financial Management	20	Core	3
6	BUS699	Strategic Management	20	Core	3
6	BUS692	Dissertation	40	Core	2/3

Princeton Management College Full-time Programme Structure – May intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
6	BUS688	Advanced Financial Management	20	Core	3
6	BUS699	Strategic Management	20	Core	3
6	BUS689	Audit and Assurance	20	Core	1
6	BUS694	Financial Reporting and Analysis	20	Core	1
6	BUS692	Dissertation	40	Core	3/1

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6) / Top Up	Optional Ref (PSRB standards)
1	Undertake an independent research project which develops a depth of understanding in a research field pertaining to Accounting & Finance Management.	☒	☐	☐	☐	☒	
2	Demonstrate increasing independence, confidence and flexibility in applying a range of social, legal, ethical, moral, economic and sustainability issues to the business project, and in the application of knowledge and skills in finding solutions to these issues.	☒	☐	☐	☐	☒	
3	Critical and reflective about the research topic, design and evaluation methodologies and tools, with full understanding of the associated risks, controls and potential impact to the world of business.	☒	☐	☐	☐	☒	
4	Reflect upon own practices and conduct in carrying out a substantive project and discuss the social, legal, ethical, moral, economic and sustainability issues that are relevant to the project.	☒	☐	☐	☐	☒	
5	Synthesise and evaluate key sources of information and present it in a meaningful and constructive format.	☐	☒	☐	☐	☒	
6	Critically assess theories and real-life business scenarios and formulate plausible and defensible conclusions.	☐	☒	☐	☐	☒	
7	Apply problem solving and decision-making skills using appropriate tools to identify, formulate and solve financial business problems as well as create, identify and evaluate options.	☐	☒	☐	☐	☒	
8	Effective self-management in terms of time; ability to conduct research independently, into legal, professional, moral, social and ethical that pertain to management, accounting & financial related issues. Able to inform and adapt their work to satisfy these issues. Demonstrates an ability to carry out research and critical thinking.	☐	☒	☐	☐	☒	
9	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined area of accounting or finance Management.	☐	☐	☒	☐	☒	
10	Select and evaluate own use of creative business project management methods and tools in a self-led and managed project.	☐	☐	☒	☐	☒	
11	Specify and critically evaluate business concepts, theories, practices, environments or materials in response to defined problem scenarios in a research project and evaluate the quality of the solution.	☐	☐	☒	☐	☒	
12	Demonstrate professional skills in investigative strategies and analysis and integrate them within the utilisation of IT research tools and methodologies.	☐	☐	☒	☐	☒	

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6) / Top Up	Optional Ref (PSRB standards)
	Analyse and critically appraise current and emerging theories within the field of accounting or financial management. Propose, plan, undertake and report a self-directed individual programme of investigation, design and implementation which will enable the effective use of self-directed investigative, design, creative and other business-related skills to be demonstrated through the research project.						
13	Provide professional levels of information through a variety of verbal and non-verbal communication mediums and reflect upon own interaction and ability to support own opinions and arguments for a variety of audiences.	☐	☐	☐	☒	☒	
14	Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.	☐	☐	☐	☒	☒	
15	Uses and accesses a broader selection of more specialist creative business skills related to analysing accounting & finance topics. Conducts effective searches for information to identify potential creative business resources for a specific research project and critically evaluate their merit.	☐	☐	☐	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

This programme applies a learning and teaching strategy based upon Wrexham University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. To this end the programmes apply the University's Active Learning Framework (ALF) supporting accessible, and flexible learning.

The North Wales Business School implements the standards laid down in the University's 'Academic Quality Handbook' and provides each module at all levels with a module handbook, providing full details of the aims and learning outcomes relevant to the module and how teaching will be processed. The module handbook also provides information on the assessments, hand in dates, tutor support arrangements and a reading list.

The business programmes are delivered by a team with extensive experience of delivering face to face, flexible synchronous and a-synchronous online teaching and support. Staff are industry professionals who also hold recognised teaching qualifications and/or are Fellows of the HEA. In 2020 BA Business was rated 90% for overall satisfaction in the National Student Survey.

In accordance with sound educational research and current best practice, the programmes will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure knowledge transfer is affected. Students studying the undergraduate business programmes at the North Wales Business School will have access to multiple learning opportunities on every module including face to face or online classes (with core and guest lecturers), seminars, access to short, pre-recorded lectures, lecture notes and handouts, and directions to relevant essential and additional reading. An interactive approach to learning is always maintained and staff will typically engage students with key issue by drawing on case studies and their practice experiences in the world of business. Lectures on all programmes will be organised around lecture inputs, quizzes, recorded video content, larger and small group discussions and debates. Face to Face or video mediated appointments can be made with tutoring staff via Microsoft Teams to discuss module content and assignments.

Learning and teaching undergoes a change in style at the compulsory dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters which make up the submission and work within the confines of the research design and question.

On all the undergraduate business programmes there will be a focus on future employability in business through our teaching and assessment strategies. Importance will be attached to students developing Key Skills for Employability and the University's Strategy for Supporting Student Learning and Achievement (SSSLA). That strategy is directly aligned to the University's Vision and Strategy, focussing upon the domain 'Teaching that inspires', where learning is informed by and is relevant to the applied world of work, and students are able to leave the University as skilled, knowledgeable and entrepreneurial citizens able to meet the challenges of the 21st century.

Students will be encouraged to join or create a programme specific society – such as a 'Business Society' which would take a lead role in organising educational visits and social events (quizzes, guest lecturers, visits to local businesses etc.) for students enrolled on particular courses. Students will also be encouraged to join the planned departmental Twitter and Facebook accounts run by the Business staff that seeks to keep students up to date with developments in the business world.

Capital College - Online Learning and Teaching Strategy

2.4 Learning and teaching strategy

Online delivery combines synchronous (real-time) and asynchronous learning opportunities, enabling a flexible experience that can adapt if on-campus access is restricted. Learning activities are designed to support active and creative student engagement and foster a strong sense of belonging within the online cohort. Synchronous live sessions include group projects, discussion boards and peer review. Learning activities are accessible to all students, including those with specific learning needs.

2.5 Assessment strategy

Assessment is carried out in accordance with Wrexham University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees. The approach adopted is informed by guidance published by the QAA to ensure integrity in distance teaching, learning and assessment practices QAA (2020) and the QAA UK Quality Code for Higher Education (Advice and Guidance Assessment).

The overall strategy for the programme is to ensure that assessment provides the opportunity for students to demonstrate achievement of the module learning outcomes, and the potential to demonstrate achievement at the threshold and exemplary levels. Assessment tasks will reflect the current QAA Characteristics and the criteria will be contextualised to reflect the learning outcomes of the module.

The practical nature of the programme is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework for a module typically carries a 50% weighting for the module assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes but is not limited to: exercises for private study or in practical / tutorial classes and team / individual projects and presentations and role plays and will be designed to increase students' employability skills.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure that they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

This suite of undergraduate business programmes provides students with opportunities to evidence their learning in different ways and fits well with the university's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification. Module assessments will be designed to be sufficiently varied to accommodate different learning styles.

Emphasis will be placed upon students to undertake independent study activities, when completing the dissertation module. Further, each practical oriented module will be usually facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Assignments are set in advance and provided to students in module handbooks and the commencement of their studies and marked and returned by module (using the online system Turnitin) with students being given in depth electronic feedback on all assessments within an appropriate timescale determined by university regulations (within 3 weeks). Such feedback will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development (feedforward).

2.5 Assessment strategy

Assessment criteria are published in the student programme handbook issued at the beginning of the academic year and are drawn from published good practice guidelines.

The use of Turnitin supports students to develop their academic writing style as well as a tool to detect plagiarism or collaboration. All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with the University's Regulatory Requirements.

An overview of the assessment details will be provided in the Module Handbooks and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. Students will be informed of the penalties which apply for non-submission. In addition, students will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME018_SEP FRAME018_FEB FRAME018_MAY
3.2	Cost centre	GABP
3.3	Course type (HESA)	N/A
3.4	Fee model	Other (Exceptional Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Rob Leigh
3.10	Date of Approval	Nov 2021 (full programme) Apr 2022 (partner top up programmes)
3.11	Date and type of Revision	March 2023: Updated assessment weightings for, BUS688, BUS689, BUS694 assessment types changed. 04.06.2026: CMAP approval to formalise online delivery for Capital College within the approved mode of attendance (AM2 modification).