

## 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	Wrexham University HKMA Londontec University Gold Coast (UGC)								
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Cyfrifeg a Chyllid (atodol) BSc (Hons) Accounting and Finance (Top up)								
1.4	Exit awards and titles	N/A								
1.5	Credit requirements	Top Up degree: 120 credits at level 6								
1.6	Intake points	<table border="1"> <tbody> <tr> <td>Wrexham University</td> <td>September, January and June</td> </tr> <tr> <td>HKMA</td> <td>January and June</td> </tr> <tr> <td>Londontec</td> <td>October and February</td> </tr> <tr> <td>University Gold Coast (UGC)</td> <td>September and January</td> </tr> </tbody> </table>	Wrexham University	September, January and June	HKMA	January and June	Londontec	October and February	University Gold Coast (UGC)	September and January
Wrexham University	September, January and June									
HKMA	January and June									
Londontec	October and February									
University Gold Coast (UGC)	September and January									
1.7	Mode of study	Full time								
1.8	Length of delivery	Full time - 1 year								
1.9	Location of delivery	<p>Wrexham University</p> <ul style="list-style-type: none"> <li>Plas Coch Campus, Wrexham</li> <li>Blended/Online delivery</li> </ul> <p>HKMA</p> <ul style="list-style-type: none"> <li>Dr Kennedy Y H Wong Management Development Centre, Hong Kong.</li> <li>W Haking Management Development Centre, Hong Kong.</li> <li>HKMA Advanced Management Development Centre, Kowloon.</li> <li>CYMA Charity Fund Management Development Centre, Hong Kong.</li> <li>The Hong Kong Management Association Li Ka-shing College of Professional &amp; Continuing Education, Kowloon.</li> </ul> <p>Londontec, Sri Lanka.</p> <p>University Gold Coast, Accra. Ghana.</p>								

Section 1 – regulatory details		
1.10	Language of delivery	<p><b>English</b> Wrexham University, HKMA Londontec University Gold Coast,</p> <p><b>Chinese</b> HKMA</p> <p><b>English and Chinese (bilingual)</b> HKMA</p>
1.11	Faculty	Business School
1.12	Subject area	Business
1.13	HECoS Code	100104
1.14	Suitable for applicants requiring a Student Visa?	Yes (on campus delivery only) Blended attendance mode is NOT suitable for International students
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	<p><b>CPA Australia</b> CPA Australia provides current graduates a streamlined pathway allowing graduates to gain Associate membership and provides employers with assurance that graduates are qualified to undertake entry-level accounting roles. Accreditation applies to Wrexham, HKIT and HKMA Students only.</p>
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	<p><a href="#"><u>QAA-Subject-Benchmark-Statement - Accounting-Apr 2025</u></a>  <a href="#"><u>QAA-Subject-Benchmark-Statement-Finance-Apr 2025</u></a>  <a href="#"><u>QAA Characteristics Statements</u></a>  <a href="#"><u>Higher Education Credit Framework</u></a>  <a href="https://www.gov.wales/credit-and-qualifications-framework-cqfw"><u>CQFW - https://www.gov.wales/credit-and-qualifications-framework-cqfw</u></a></p>
1.19	Derogation to Academic Regulations	None
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	Work related learning embedded in the curriculum – an example would be where an organisation provides live data/ project briefs the students then use within their studies / assessments. Students do not leave the University to go on a placement for this category.
1.22	Length and level of the placement	N/A

Section 1 – regulatory details		
1.23	Collaborative arrangement	HKMA Londontec University Gold Coast (UGC)

## Section 2 – programme details

### 2.1 Aims of the programme

1. Develop ethically minded and professionally competent graduates who understand the role of finance in promoting transparency, accountability, and sustainable business practice. It integrates technical knowledge in accounting, finance, and governance with a strong focus on values, ethics, and responsible decision-making. Graduates will be equipped to apply integrity and critical judgement in addressing complex financial and organisational challenges.
2. Equip students with the applied skills and professional competence required for success in modern financial and business environments. Through practical learning, industry engagement, and the use of professional accounting tools, students develop the technical proficiency and analytical capability expected by employers and accrediting bodies. Graduates will be prepared to contribute effectively to professional practice and to adapt confidently to evolving financial and regulatory contexts.
3. To create an intellectually stimulating, challenging, and inclusive learning environment, where students are empowered to think independently, solve complex problems, and reflect deeply on their growth, integrity, and personal development as lifelong learners.
4. To cultivate an entrepreneurial mindset and innovative approach to financial practice and decision-making. Students will develop self-leadership skills through independent learning, problem-solving, and engagement with real-world business challenges. Graduates will be confident, adaptable, and capable of driving innovation and value creation within dynamic financial and organisational environments.

### 2.2 Programme structure and diagram, including delivery schedule

The programme will be delivered in 6 week blocks, with on campus or blended delivery options at Wrexham University. Applicants will choose the delivery mode before enrolment, depending on their circumstances but may be able to transfer if their circumstances change. Blended delivery is not suitable for International students.

Partner delivery structures are provided for each intake below.

Wrexham University Full-time Programme Structure – Sept intake					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
Level 6	BUS6B9	Financial Markets	30	Core	1
Level 6	BUS6B8	Audit and Assurance	30	Core	1



<b>Wrexham University Full-time Programme Structure – Sept intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	2
Level 6	BUS6C1	Consultancy Project	30	Core	2

Please note that students commencing in June will have a study break in Sem 3.

<b>Wrexham University Full-time Programme Structure – Jan intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	2
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	2
Level 6	BUS6B9	Financial Markets	30	Core	1
Level 6	BUS6B8	Audit and Assurance	30	Core	1

Please note that students commencing in June will have a study break in Sem 3.

<b>Wrexham University Full-time Programme Structure – June intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	3
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	3
Level 6	BUS6B9	Financial Markets	30	Core	1
Level 6	BUS6B8	Audit and Assurance	30	Core	1

Please note that students commencing in June will have a study break in Sem 2.

<b>HKMA Full-time Programme Structure – Jan intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6B9	Financial Markets	30	Core	2
Level 6	BUS6B8	Audit and Assurance	30	Core	2
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	3
Level 6	BUS6C1	Consultancy Project	30	Core	1

<b>HKMA Full-time Programme Structure – June intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	1
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	3
Level 6	BUS6B9	Financial Markets	30	Core	2
Level 6	BUS6B8	Audit and Assurance	30	Core	2

<b>Londontec Full-time Programme Structure – October intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	2
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	2
Level 6	BUS6B9	Financial Markets	30	Core	1
Level 6	BUS6B8	Audit and Assurance	30	Core	1

<b>Londontec Full-time Programme Structure – February intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	1
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	1
Level 6	BUS6B9	Financial Markets	30	Core	2
Level 6	BUS6B8	Audit and Assurance	30	Core	2

<b>University Gold Coast</b>					
<b>Full-time Programme Structure – Sept intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6B9	Financial Markets	30	Core	1
Level 6	BUS6B8	Audit and Assurance	30	Core	1
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	2
Level 6	BUS6C1	Consultancy Project	30	Core	2

<b>University Gold Coast</b>					
<b>Full-time Programme Structure – January intake</b>					
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Core/ Option</b>	<b>Delivery (i.e. semester 1,2)</b>
Level 6	BUS6C1	Consultancy Project	30	Core	1
Level 6	BUS6B7	Advanced Financial Reporting	30	Core	1
Level 6	BUS6B9	Financial Markets	30	Core	2
Level 6	BUS6B8	Audit and Assurance	30	Core	2

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Honours (L6)	Optional Ref (PSRB standards)
1	Demonstrate critical understanding of core accounting and finance principles, including financial reporting, auditing, taxation, and corporate finance, and their application in global and regulatory environments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Design and communicate innovative financial solutions, using appropriate tools and technologies to support strategic decision-making, risk management, and sustainable value creation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Demonstrate ethical awareness and civic responsibility in financial decision-making, recognising the societal and environmental implications of accounting and finance practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Assess how sustainability, equity, diversity, and inclusion (EDI) considerations influence financial reporting, decision-making, and organisational performance, demonstrating awareness of accounting's role in promoting responsible and sustainable value creation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

## 2.4 Learning and teaching strategy

This new undergraduate accounting and finance 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 Business School implements the standards laid down in the University's policies and procedures 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 accordance with sound educational research and current best practice, the programme 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 accounting and finance programme will have access to multiple learning opportunities on every module including face to face and 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 issues by drawing on case studies and their practical 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.

On the undergraduate business programme 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 2030, focussing upon the domain of outstanding teaching and learning experience which is compassionate, inclusive and supports student wellbeing, confidence and achievement.

## 2.5 Assessment strategy

Assessment is carried out in accordance with Wrexham University's Academic Regulations and Assessment Policy. The approach adopted is informed by guidance published by the QAA to ensure integrity in distance teaching, learning and assessment practices QAA 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. 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.

The undergraduate accounting and finance programme 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. Assignments are set in advance and provided to students in module handbooks at 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). 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.

Wrexham University encourages responsible and transparent use of generative AI, so long as it aligns with each assignment's guidelines, is used as a supplementary aid, and is fully declared following academic integrity standards.

## 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	Frame019
3.2	Board dates (progression)	Choose an item. <b>Linked to Framework selection only complete if non-standard.</b>
3.3	Cost centre	GABP
3.4	Course type (HESA)	N/A
3.5	Fee model	Standard full time UG
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	Assessment board at end of year/level
3.9	Semesters per intake	2 If other, please specify
3.10	Semesters per progression point	2 If other, please specify
3.11	Start and end dates	Other Standard Sep Jan - Dec Standard June
3.12	Student funding model	Student funded
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Robert Leigh
3.15	Date of Approval	13/11/2025
3.16	Date and type of Revision	