

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	Hong Kong Institute of Technology (HKIT)
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Cyfrifeg a Chyllid BSc (Hons) Accounting and Finance
1.4	Exit awards and titles	N/A
1.5	Credit requirements	Bachelor Honours degree: 360 credits in total; including 120 credits at level 6
1.6	Intake points	September and February
1.7	Mode of study	Full time
1.8	Length of delivery	BSc (Hons) Accounting and Finance 3 years full-time 3 years blended
1.9	Location of delivery	HKIT, Sham Shui Po/Cheung Sah Wan/Kwun Tong Campus Face to Face / Blended Delivery
1.10	Language of delivery	English
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 only)
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	The programme has successfully gained accreditation from the following professional body: CPA Australia 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.
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	<i>QAA-Subject-Benchmark-Statement - Accounting-Apr 2025</i> <i>QAA-Subject-Benchmark-Statement-Finance-Apr 2025</i>

Section 1 – regulatory details		
		QAA Characteristics Statements Higher Education Credit Framework CQFW - https://www.gov.wales/credit-and-qualifications-framework-cqfw
1.19	Derogation to Academic Regulations	None
1.20	Foundation Year route	No
1.21	Placement / Work based learning	<ul style="list-style-type: none"> No work placement option available.
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	HKIT franchise

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 on campus or via blended delivery options. Applicants will choose the delivery mode before enrolment, depending on their circumstances but may be able to transfer if their circumstances change. HKIT delivery structures are provided for each intake below.

HKIT Full-time Programme Structure – Sept intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
4	BUS4C1	Principles of Economics	30	Core	1



2.2 Programme structure and diagram, including delivery schedule					
4	BUS4B7	Accounting for Business	30	Core	1
4	BUS4B9	Introduction to Management Accounting	30	Core	2
4	BUS4B8	Financial Analytics	30	Core	2
5	BUS5B6	Financial Reporting and Business Law	30	Core	1
5	BUS5B7	Management Accounting	30	Core	1
5	BUS5B5	Corporate Finance and Valuation	30	Core	2
5	BUS5B8	Taxation	30	Core	2
6	BUS6B9	Financial Markets	30	Core	1
6	BUS6B8	Audit and Assurance	30	Core	1
6	BUS6B7	Advanced Financial Reporting	30	Core	2
6	BUS6C1	Consultancy Project	30	Core	2

HKIT Full-time Programme Structure – Feb intake					
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
4	BUS4B9	Introduction to Management Accounting	30	Core	2
4	BUS4B8	Financial Analytics	30	Core	2
4	BUS4C1	Principles of Economics	30	Core	1
4	BUS4B7	Accounting for Business	30	Core	1
5	BUS5B5	Corporate Finance and Valuation	30	Core	2
5	BUS5B8	Taxation	30	Core	2
5	BUS5B7	Management Accounting	30	Core	1
5	BUS5B6	Financial Reporting and Business Law	30	Core	1
6	BUS6C1	Consultancy Project	30	Core	2
6	BUS6B7	Advanced Financial Reporting	30	Core	2
6	BUS6B9	Financial Markets	30	Core	1
6	BUS6B8	Audit and Assurance	30	Core	1

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Apply analytical, numerical, and digital skills to interpret financial data, evaluate performance, and solve complex accounting and finance problems across diverse organisational contexts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Demonstrate understanding of the accounting environment, systems, and processes that underpin the recording, reporting, and interpretation of financial and non-financial data.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Critically evaluate the principles of ethics, accountability, and governance that underpin professional accounting practice, applying sound moral reasoning, professional scepticism, and integrity in addressing complex financial and organisational challenges.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Assess how sustainability, equity, diversity, and inclusion (EDI) considerations influence financial reporting, decision-making, and organisational performance, demonstrating	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes											
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)	
	awareness of accounting's role in promoting responsible and sustainable value creation.										
8	Use digital technologies and data analytics tools to collect, interpret, and communicate accounting information for decision-making, demonstrating awareness of the ethical use of generative AI.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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, focusing 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	Frame018_Sept Frame018_Feb
3.2	Board dates (progression)	Choose an item. As per framework
3.3	Cost centre	GABP
3.4	Course type (HESA)	N/A
3.5	Fee model	Other HKIT set the student fee
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	Choose an item. If other, please specify Level 6 delivery only
3.11	Start and end dates	Other Standard Sep Standard Feb
3.12	Student funding model	HKIT students are eligible to apply for local government funding
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 (home validation) 21/05/2026 (HKIT approval)
3.16	Date and type of Revision	