

Validated Programme Element Specification for LBIC First Year University Studies in Accountancy

Applicable for all undergraduate students commencing the programme element on or after 1st January 2019

Version No.	Date	Notes – Brunel QA USE ONLY	QA
1	October 2018	New Programme Element from January 2019	BJR

Validated programme element	
1. Awarding and validating institution	Brunel University London
2. Providing institution(s)	London Brunel International College
3. Associated Brunel University college / department / division	College of Business, Arts and Social Sciences / Department of Economics and Finance
4. Associated Contributing Brunel University college / department / division	N/A
5. Programme Element accredited by	N/A
6. Validated for inclusion in Brunel University programmes at Level	1 (FHEQ level 4)
7. Validated for inclusion in Brunel University programmes (list)	BSc Accountancy
8. Type of programme element	Level 1
9. Normal length of element for each mode of study	26 weeks
10. Maximum length of element for each mode of study	See Programme Specification for Brunel programme of which this element forms part
11. Variation(s) to September start	January
12. Modes of study	F/T
13. Modes of delivery	Standard
14. N/A	N/A
15. N/A	N/A
16. JACS code	In line with Brunel University London programme
17. LBIC-related Route Code(s)	BSc Accountancy

18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p>Most recent QAA Subject Benchmark Statement- (Accounting)</p> <p>Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page</p>
19. Admission Requirements/pre-requisites for the programme element	<p>See https://www.lbic.navitas.com/admission-requirements for standard entry requirements.</p> <p>English Language entry requirements: minimum of IELTS 6.0 (with 5.5 minimum in each component part) or equivalent</p>
20. Other relevant information	<p>The programme element is compliant with both the generic assessment regulations of Navitas UK and those more specifically of the College and Brunel University, see Senate Regulations 2, as well as the BUL moderation policy http://www.brunel.ac.uk/about/quality-assurance/documents/pdf/Protocol-for-Moderation.pdf and the LBIC Affiliate College Collaborative Operations Manual (CoM) section 7.</p>
21. Any departure from relevant regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	<p>Reassessment entitlements are as defined for Level 1 in Brunel University Senate Regulation 2 except that the ILSC module [NT1600] shall not count in the re-assessment limit.</p>
22. Further information about study with LBIC can be found from the LBIC website.	<p>https://www.lbic.navitas.com/</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME ELEMENT

The educational aims of the programme element are to:

1. Prepare students, who would not normally be considered qualified, to an appropriate standard for progression to the next stage of the programme at the University.
2. Develop in students the basic knowledge and understanding of conceptual and applied aspects of accountancy, presentation and communication skills to support progression to the next stage of the programme at BUL.
3. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills that build to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and support their decision making in an informed manner.
4. Ensure students acquire and foster an appreciation of the wider accountancy context and its underlying principles, as well as the potential careers involved so as to support their preparedness for progression to the next stage of the programme at the University.
5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Proficient User' by the Council of Europe, see *Common European Framework of Reference for languages: Learning, teaching assessment 2001*, Council of Europe, CUP, Cambridge, p. 24, Table 1. *Common Reference Levels: global scale*.

24. LEARNING OUTCOMES

The programme element provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

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Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
1	K1	knowledge of recording and summarising simple transactions and be able to perform a basic analysis of business operations			NT1606
1	K2	understand how accountancy informs and is informed by the organisational, economic, social and political contexts			NT1603 NT1605 NT1606
1	K3	demonstrate the understanding of economic and business environment, the operation and function of UK financial and accounting system			NT1603 NT1604 NT1606
1	C1	demonstrate understanding of analytical methods and present numerical and analytical skills to manipulate economic finance and accounting data			NT1602 NT1603 NT1604 NT1606
1	S1	develop numeracy and problem-solving skills			NT1602 NT1603 NT1604 NT1606
1	S2	use enhanced transferable skills, including writing and graphical representational skills			NT1602 NT1603 NT1605
1	S3	develop project management skills such as planning, executing, reporting and working to deadlines as appropriate			NT1602 NT1605

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

This is an intensive programme with a minimum 16 hours per week and a corresponding number of ongoing assessment tasks designed to provide a scaffolded structure for students at this entry level to Higher Education. Students learn through a combination of formal, interactive lectures in relevant content areas, interactive seminars, practical workshop sessions and IT-enabled self-study opportunities: practical application of theoretical knowledge allows students to develop further skills and understanding of relevant topics and concepts.

The focus on academic literacy development in all parts of the course ensures that students develop strong linguistic competence and advanced numeracy skills as well as a mastery of their discipline at an appropriate level. Through the course, students will be encouraged to engage appropriately with peers and tutors as members of an international academic community. This will involve the development of critical self-awareness and personal literacy as students become more attuned to their identity as global citizens.

The Programme Element will be delivered using a combination of Lectures/Labs/Tutorials/Self-directed study:

Lecture

- Purpose: To deliver basic module material.
- Structure: Each module has 4 hours contact time which is normally delivered in 2 hour blocks. No period of contact should exceed fifty (50) minutes at one time without a minimum of a ten (10) minute break.

Lab

- Purpose: Lab sessions provide a forum in which students can practice their practical skills.
- Structure: Each lab is normally of two hours in duration whilst breaks are to be provided at the discretion of the lecturer. No period of contact should exceed fifty (50) minutes at one time without a minimum of a ten (10) minute break.

Formative assessment

This is a key aspect of the programme element and is varied to ensure that a student has a variety of learning opportunities. This will include: individual and group formative assessment methods: presentations, individual and group work; and peer review. Formative assessment opportunities are incorporated into each of the module blocks in the form of homework assignments, Moodle exercises and the opportunity to submit assignment draft for review prior to submission. These form of assessments is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner.

Self-directed study

Each student is expected to undertake a minimum number of hours in individual study per week in order to support and build the skills, knowledge and understanding presented in each lecture and small group tutorial session per week. It is expected that students will increase the number of individual study hours as they approach formal assessment events. The ability for students to expand their learning by creating effective self-directed study patterns is a transferable skill deemed fundamental to further academic success as well as a key time-management tool.

All students are provided with access to a range of on line resources through the student portal. Electronic journals and electronic books are available through the Brunel University e-resources gateway.

There will be a focus of using freely available tools and benefiting from the resources available on the internet to support learning.

Each of the blocks will make use of the Navitas Moodle Virtual Learning Environment (typically for additional module resources, but also for blended content, as well as quizzes and coursework submissions). Private study should be additional reading to support both the lecture material and as research for assignments.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

The purpose of assessment is to enable students to demonstrate that they have met the Learning Outcomes (LOs) of a given programme and to provide the evidence of achievement that is used to determine whether prescribed progression or completion criteria of a stage of study have been met. To achieve this purpose, Navitas UK supports and promotes the following principles for assessment in each of its colleges:

The following principles underlie Navitas UP EU Assessment strategy:

- Effective assessment techniques enhance learning and should be fully integrated within the curriculum at each stage, not a separate activity that takes place in isolation.
- Assessment contributes positively to learning development and growth and measures the learning gain that takes place throughout the student journey
- Assessment is a joint responsibility and must involve a continuous dialogue between tutor and student
- Successful graduates of Navitas programmes are those who are able to self-assess and assess the work of peers
- The development of assessment literacy amongst students is a core component of the Navitas curriculum

To achieve this Navitas will ensure that:

- Assessment processes are fair, reliable, constant and equitable with all students being assessed fairly and on their own individual merit and ability
- Assessment processes are robust and all appropriate College staff and invigilators will be trained accordingly
- Feedback is supportive, constructive and timely and presented to students in accessible language and using electronic formats
- The balance of assessment tasks and types on modules and programmes will address the target needs of students in the next stage of their academic study, as well as their current needs
- Programmes and modules include assessment activities that involve students

Students are expected to:

- Familiarise themselves with the Navitas and partner University regulations, particularly in relation to academic conduct and submission deadlines
- Engage fully and enthusiastically with the feedback process
- Provide thoughtful feedback individually or via the student representative system on the assessment process at appropriate stages

Summative assessment methods are varied to ensure appropriate assessment of learning outcomes. These methods include: individual and group assignments; oral presentations; and closed-book final examinations.

The assessments are designed with the following strategy in mind: class tests develop the skills necessary to demonstrate a broad understanding of the course syllabus and problem-solving skills. Oral presentations provide opportunities for advancing communication skills and written assignments including case studies and reports are underpinned by a critically aware research and data gathering process (to aid research literacy). Reflective assignments encourage students to engage in critical self-awareness and on-going improvement both linguistically and academically.

The BrunELT exit English language assessment task ensures that students have achieved the appropriate English language proficiency level for entry to the next stage of their course.

Brunel Grading System:

Indicative Mark Band	Grade	Grade Point
90 and above	A*	17
80-89	A+	16
73-79	A	15
70-72	A-	14
68-69	B+	13
63-67	B	12
60-62	B-	11
58-59	C+	10
53-57	C	9
50-52	C-	8
48-49	D+	7
43-47	D	6
40-42	D-	5
38-39	E+	4
33-37	E	3
30-32	E-	2
29 and below	F	1

25. Programme element structure and progression requirements (if applicable)

Programme Element Structure

Compulsory assessment block codes, titles and credit volume

Compulsory study block codes, titles and credit volume

Compulsory modular block codes, titles and credits

Code	Title	Credit points
NT1600	Interactive Learning Skills and Communication	20
NT1601	Quantitative Methods in Accountancy, Economics and Finance	20
NT1602	Professional Skills and Statistics	20
NT1603	Foundations of Economics	20
NT1604	Financial Markets	20
NT1605	Accountancy for Business	20
NT1606	Introduction to Financial Accounting	20

Optional assessment block codes, titles and credits

Optional Study block codes, titles and credit volume

Optional modular block codes, titles and credits

Assessment and Progression Requirements

For inclusion in Programmes:

BSc Accountancy

The following assessment or modular blocks are core

NT1600	Interactive Learning Skills and Communication
NT1606	Introduction to Financial Accounting

Progression requirements as per Brunel University London [Senate Regulation 2](#)

NT1600	Interactive Learning Skills and Communication	Pass at Grade C-/50%
NT1606	Introduction to Financial Accounting	Pass at Grade D-/40%

In addition

-No credit at Grade F

-No more than 40 non-core credits in Grade band E (E+, E, E-)

Please note: this specification provides a concise summary of the main features of the programme element and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a major modification occurs, and may be checked by the Quality Assurance Agency for Higher Education.