

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc Accounting and Finance with Integrated Foundation Year
Name of interim award(s):	Foundation Certificate (FdCert)
Duration of study / period of registration:	4 years
QMUL programme code / UCAS code(s):	N401
QAA Benchmark Group:	General Business and Management, Accounting
FHEQ Level of Award :	Level 6
Programme accredited by:	Following the approval of the programme, accreditation will be sought from the following professional bodies: Chartered Institute of Management Accountants (CIMA) Association of Certified Chartered Accountants (ACCA)
Date Programme Specification approved:	
Responsible School / Institute:	School of Business & Management

Schools / Institutes which will also be involved in teaching part of the programme:

School of Languages, Linguistics & Film

School of Economics

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The programme combines two existing QM Programmes: the International Foundation Programme (IFP) in Business and Management offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Business and Management's BSc Accounting and Finance. The one-year IFP in Business and Management was created as bespoke preparation for SBM degree programmes to provide smoother transition from foundation year to undergraduate study.

BSc Accounting and Finance is an interdisciplinary programme with a clear focus in accounting, which also aims to provide students broader insights into the world of corporate finance. Throughout their course, students will be undertaking a number of compulsory modules in accounting and finance as well as elective modules in economics, statistics, law, management and leadership. The programme aims to help students develop a wide range of valuable skills such as critical thinking, analytical

problem solving, working in teams, researching, synthesising and communicating information that are transferable to the job market. At the end of their degree, students will be well-equipped for graduate careers in accounting, financial services and management in both private and public sectors. Furthermore, students will have a strong foundation which will enable them to pursue a higher degree in the field of accounting and finance.

School of Business and Management has strong links with accountancy professional bodies such as the Association of Chartered Certified Accountants (ACCA) and Chartered Institute of Management Accountants (CIMA) and BSc Accounting and Finance students will be eligible to acquire exemptions by applying to the relevant professional body upon their graduation.

Aims of the programme

A specific aim of this programme is to provide students with appropriate and relevant technical skills in accounting and finance which will prepare students for careers in the broader field of accountancy and financial services.

Another specific aim is to provide students with an appreciation of the changes to the institutional, regulatory and political context that governs the technical aspects of accounting and finance.

The broader aim of this programme is to develop students' critical analysis skills, breadth of knowledge, numeracy skills, effective communication and presentational skills which are increasingly sought by the employers in the graduate market. The programme also aims to develop students' appreciation of how accounting and finance knowledge are affected by wider institutional and political conditions that govern and impact upon organisations and wider society.

What will you be expected to achieve?

In compulsory modules, students will be expected to achieve technical competence in accounting and financial analysis techniques and a critically informed understanding of accounting as a technical process that is located in an institutional, regulatory and political context.

Students will be expected to develop and demonstrate a good understanding of the nature of 'financial information' as the product of complex stakeholder relationships and how these evolve and adapt over time to impact upon corporate financial performance and the management of resources.

In the elective modules, students will have the opportunity to enhance their understanding of the complexity of businesses and be capable of making reasoned and substantiated judgments about the broader contexts within which financial information is generated and utilised for resource management, risk taking and governance.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Identify the key technical and regulatory aspects that determine the process of recording, processing and interpreting financial information and its use in the decision-making processes.
A 2	Develop knowledge and awareness of a range of theories and approaches applicable to business and management of resources in organisations.
A 3	Interpret the theories and empirical evidence concerning financial management, risk and the operation of global capital markets.
A 4	Develop a critical understanding of the economic, social and political environments which affect human relations in an organisation and the implications for its structure and culture.

Disciplinary Skills - able to:	
B 1	Demonstrate knowledge and understanding of the contexts within which accountants operate.
B 2	Classify and discuss the main current technical language, practices, theories and conceptual framework of accounting (for example, recognition, measurement and disclosure) and describe the nature of financial accounting, management accounting, auditing, taxation.
B 3	Demonstrate the skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the business operations, financial analysis and projections.
B 4	Explain the financing arrangements and governance structures of reporting entities, and how theory and evidence can be combined to assess the effectiveness of financial management of resources.
B 5	Critically evaluate a range of options together with the capacity to apply ideas and knowledge to a range of business situations.
B 6	Recognise the standards of professional practice in a range of scenarios (e.g. as an accountant, auditor, finance or legal professional).

Attributes:	
C 1	Apply analytical skills to investigate problems, use numbers confidently and competently, identify information needs appropriate to different situations whilst also grasping theoretical principles and practices in the field of accounting and financial management.
C 2	Develop knowledge and analytical skills that are transferable into employment. Conduct qualitative and quantitative analyses which are grounded in evidence by utilising technologies to access and interpret information effectively and critically evaluate the reliability of different sources of information.
C 3	Acquire new learning in a range of ways, both individually and in collaboration, and possess the skills to influence negotiations and respond appropriately to criticism.
C 4	Communicate effectively (in written, oral and visual form), using a range of media which are widely used in business such as presentations and business reports.

How will you learn?

SLLF and SBM both promote active learning within a context of clear learning objectives. Students are encouraged to take responsibility for their own learning. Most modules have a weekly course element (1 hour lecture plus a 1 hour seminar) and in some, this will require collaborative group work. We expect informal work groups to emerge particularly in more technical subjects. Clear guidance on basic and supplementary reading is provided in the module handbooks.

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We recognise the value of independent work for undergraduates who are in their final year. We consider it important to develop the critical and evaluative abilities of students to undertake basic research through both practical and theoretical means and to develop the ability to write sustained, coherent narratives. In order to enable our students to develop their skills further, we will offer modules that require independent work using writing and presentational skills.

How will you be assessed?

Modules are assessed by a combination of coursework, presentations and final examinations. Level 3 modules will be considered at the annual School of Languages, Linguistics and Film examination board. For levels 4, 5 and 6, the School schedules an annual Business Management Examination Board which considers all student academic profiles and agrees classifications and progression routes.

Clear guidance on coursework requirement is given in module handbooks which emphasise approaches to coursework of various types. Students are made aware at induction, within the UG student handbook and by their module tutors, how to avoid plagiarism, together with the rules and procedures. Examinations are typically of a two hour paper undertaken during the university examination period(s).

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme combines two existing QM Programmes: the International Foundation Programme (IFP) in Business and Management offered by the Language Centre in the School of Languages, Linguistics, and Film, and the School of Business and Management's BSc in Accounting and Finance. The one-year IFP in Business and Management was created as bespoke preparation for SBM degree programmes to provide smoother transition from foundation year to undergraduate study.

In the International Foundation Programme, level 3 students must take a set of compulsory and elective modules worth 120 credits.

BSc Accounting and Finance is a three year degree, taught within the University's modular system. Each academic year comprises 120 credits.

At level 4, students are required to undertake a set of compulsory modules worth 120 credits.

At level 5, students are required to undertake a set of compulsory and elective modules totaling up to 120 credits.

At level 6, students are required to undertake a set of compulsory and elective modules totaling up to 120 credits.

The School has locked academic levels to developmental years (L4 in Y1, L5 in Y2 and L6 in Y3). This restricts third year students from taking any level 5 modules in the third year.

A detailed outline of the programme structure is provided below.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English Language and Study Skills	IFP/IFJ3000	15	3	Compulsory	1	Semester 1
Introduction to Business and Management	IFP/IFJ3015	15	3	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied Mathematics for Business	IFP/IFJ3016	15	3	Compulsory	1	Semester 1
Independent Study Project	IFP/IFJ3020	15	3	Compulsory	1	Semester 2
Management	IFP/IFJ3018	15	3	Compulsory	1	Semester 2
Accounting for Business Decisions	IFP/IFJ3017	15	3	Elective	1	Semester 1
Marketing	IFP/IFJ3019	15	3	Elective	1	Semester 2
Twentieth-Century History I	IFP/IFJ3001	15	3	Elective	1	Semester 1
Twentieth-Century History II	IFP/IFJ3002	15	3	Elective	1	Semester 2
Introduction to Politics	IFP/IFJ3003	15	3	Elective	1	Semester 1
Introduction to International Relations	IFP/IFJ3004	15	3	Elective	1	Semester 2
Introduction to Human Geography	IFP/IFJ3005	15	3	Elective	1	Semester 1
The Human Geography of London	IFP/IFJ3006	15	3	Elective	1	Semester 2
Introduction to English Literature	IFP/IFJ3007	15	3	Elective	1	Semester 1
Introduction to American Literature	IFP/IFJ3008	15	3	Elective	1	Semester 2
French Language and Culture I (a) for IFP	IFP4011	15	3	Elective	1	Semester 1
French Language and Culture I (b)	LAN4012	15	3	Elective	1	Semester 2
Spanish Language and Culture I (a)	LAN4021	15	3	Elective	1	Semester 1
Spanish Language and Culture I (b)	LAN4022	15	3	Elective	1	Semester 2
Japanese Language and Culture I (a)	IFP4041	15	3	Elective	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Japanese Language and Culture I (b)	LAN4042	15	3	Elective	1	Semester 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied Economics	BUS128	15	4	Compulsory	2	Semester 1
Introduction to Financial Accounting	BUS139	15	4	Compulsory	2	Semester 1
Introduction to Business Studies	BUS1XX	15	4	Compulsory	2	Semester 1
Foundations of Finance	BUS1XX	15	4	Compulsory	2	Semester 1
Organisation Studies	BUS133	15	4	Compulsory	2	Semester 2
Quantitative Analysis for Business	BUS135	15	4	Compulsory	2	Semester 2
Introduction to Management Accounting	BUS140	15	4	Compulsory	2	Semester 2
Capital Markets and Securities	BUS1XX	15	4	Compulsory	2	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
International Corporate Reporting	BUS224	15	5	Compulsory	3	Semester 1
Management Accounting for Decision Making	BUS239	15	5	Compulsory	3	Semester 1
Corporate Finance and Strategy	BUS225	15	5	Compulsory	3	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Taxation	BUS250	15	5	Compulsory	3	Semester 2
Operations Management	BUS002	15	5	Elective	3	Semester 1
Financial Institutions	BUS201	15	5	Elective	3	Semester 1
Business Law	BUS205	15	5	Elective	3	Semester 1
Microeconomics for Managers	BUS208	15	5	Elective	3	Semester 1
Ethics and Business	BUS212	15	5	Elective	3	Semester 1
Money and Banking	ECN205	15	5	Elective	3	Semester 1
Human Resource Management	BUS014	15	5	Elective	3	Semester 2
Strategic Management	BUS222	15	5	Elective	3	Semester 2
Quantitative Research Methods and Data Analytics	BUS229	15	5	Elective	3	Semester 2
Psychology of Leadership	BUS236	15	5	Elective	3	Semester 2
International Finance	ECN209	15	5	Elective	3	Semester 2

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Audit and Assurance	BUS354	15	6	Compulsory	4	Semester 1
Financial Management	BUS306	15	6	Compulsory	4	Semester 1
Company Valuation	BUS331	15	6	Compulsory	4	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Advanced Corporate Reporting	BUS3XX	15	6	Compulsory	4	Semester 2
Organisations and Identity	BUS302	15	6	Elective	4	Semester 1
Managing Diversity	BUS305	15	6	Elective	4	Semester 1
Global Supply Chains	BUS326	15	6	Elective	4	Semester 1
Macroeconomic Modelling and Policy	BUS330	15	6	Elective	4	Semester 1
Firm Governance and Strategy in the Institution Context	BUS338	15	6	Elective	4	Semester 1
Innovation & Entrepreneurship	BUS300	15	6	Elective	4	Semester 2
International Business	BUS304	15	6	Elective	4	Semester 2
Corporate Law and Governance	BUS329	15	6	Elective	4	Semester 2
Corporate Governance and Accountability	BUS334	15	6	Elective	4	Semester 2
Business Computing	BUS337	15	6	Elective	4	Semester 2

What are the entry requirements?

*English Language Entry Requirements (for international students): Minimum of IELTS 6.0, with no lower than 5.5 in each element.

A good high school leaving certificate*

A Level BBB. Additional information: AS-level subjects are not counted towards the 144 point requirement. Students must also have five GCSEs at grade A-C including at least grade C/4 English and a grade A/7 in Maths.

Excluded subjects: General Studies and Critical Thinking.

International Baccalaureate 30 (5,5,5 in HL)

BTEC DDM

IELTS Minimum of 6.0 overall, with a minimum of 5.5 in each component

*Academic requirements by country

Albania

Maturity Diploma (General Secondary Education)

An overall mark of 8

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Algeria

Baccalaureat de l'Enseignement Secondaire

An overall grade of 'bien'

Azerbaijan

Attestat (Certificate of Complete Secondary Education)

Marks of 4 or above for all subjects

Bahrain

Tawjahiya (Secondary School Leaving Certificate)

80% overall

Bangladesh

Higher Secondary Certificate (HSC)

GPA of 4.0 out of 5.0

Brazil

Certificado de Ensino Medio

An overall average of 7

Brunei

Brunei-Cambridge General Certificate of Education Advanced Level (BC-GCE A level) examination

Grades of C or above for all subjects

Bulgaria

Diploma za zavarsheno sredno obrazovanie

(Diploma of Completed Secondary Education)

Marks of 5 or above for all subjects

China

High School Diploma/'Gāozhōng bìyè wénpíng' or Gāozhōng bìyè Zhèng'

An overall average of 80

Columbia

Bachillerato General

Grades of C or above for all subjects

(or marks of 8 or above depending on marking system)

Cyprus

Greek Cypriot System

Apolytirion (School Leaving Certificate)

Marks of 12 or above for all subjects

Turkish Cypriot System

Devlet Lise Diploması (State High School Diploma)

Bitirme Diploması (Private High School Finishing Diploma)

Marks of 5 or above for all subjects

Czech Republic

Maturitni Zkouska/Maturita

Marks of 2 or above for all subjects

Egypt

Thanaweya A'ama (General Secondary School Certificate Examination)

80% overall

France

Baccalaureat General

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An overall average of 11

Greece

Apolytirion

Marks of 15 or above for all subjects

Hong Kong

Hong Kong Diploma of Secondary Education (HKDSE)

Marks of 4, 3, 3, for core subject English Language + two relevant electives (any combination)

India

Indian Certificate of Secondary Education (ICSE)

+ all Central Board of Secondary Education examinations

60% overall

Iran

Diplom-Motavaseth (National High School Diploma)

An overall average mark of 16

Iraq

Adadiyah (Sixth Form Baccalaureate)

80% overall

Italy

Diploma di esame di Stato conclusivo dei corsi di istruzione

(formerly Diploma de Maturita)

65% overall

Japan

Kotogakko Sotsugyo Shomeisho (Upper Secondary School Leaving Certificate)

B/4 or above for all subjects

Jordan

Tawjihi General Secondary Education Certificate

80% overall

Kazakhstan

Attestat/Svidetel' stvo o Srednem Obrazovanii

(Certificate of Secondary Education)

Marks of 4 or above for all subjects

Kenya

Kenyan Certificate of Secondary Education (KCSE)

Grades of B – or above for all subjects

Korea (South)

Ilbankye Kodung Hakkyo (General High School Diploma)

Grades of 'mi' (70-79%) or above for all subjects

Kuwait

Shahadat-al-thanawia-al-a'ama (General Secondary School Certificate)

80% overall

Latvia

Atestats par visparejo videjo izglitibu

(Certificate of General Secondary Education)

Marks of 7 or above for all subjects

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Lebanon

Lebanese Baccaureate

An overall average of 14

Lithuania

Brandos Atestatas (Maturity Certificate)

Marks of 7 or above for all subjects

Malaysia

Sijil Pelajaran Malaysia (Certificate of Education/Unified Examination Certificate)

Marks of 1 – 6 for all subjects

Sijil Tinggi Persekolahan (Malaysia Higher School Certificate)

Grades of C or above for all subjects

(equivalent to A Level passes)

Mexico

Bachillerato General

Grades of C or above for all subjects

(or grades of 8 or above depending on marking system)

Morocco

Baccalaureat

An overall average of 12

Nigeria

West African Examinations Board Senior School Certificate of Education

(WAEC SSCE)

B3 or higher for all subjects Note – the SSCE must be WAEC

Oman

Thanawiya Amma (Secondary School Leaving Certificate)

80% overall

Pakistan

Higher Secondary School Certificate (HSSC)

60% overall

American /International Schools in Pakistan: High School Diploma with a cumulative GPA of 2.3 or above

Poland

Matura/Swiadectwo Dojrzalosci (Secondary School Certificate)

An overall mark of 60% + 60% in 3 subjects studied at advanced/extended level

Portugal

Diploma de Ensino Secundario (previously known as

Certificado do 12° ano)

An overall average mark of 'bom' (14-17)

Qatar

Thanawaya Aa'ma Qatari (Qatar General Secondary Certificate)

80% overall

Russia

Attestat o (Polnom) Srednem Obshchem Obrazovanii

(Certificate of Secondary Education)

Marks of 4 or above for all subjects

Saudi Arabia

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Tawjihiyah (General Secondary Education Certificate)

85% overall

Singapore

Singapore/Cambridge GCE Advanced Level

Grades of C or above for all subjects

Slovakia

Vysvedcenie o Maturitnej Skuske/Maturita

Marks of 2 or above for all subjects

Spain

Titulo de Bachiller

An overall average of 6

Sri Lanka

Sri Lanka Advanced Level

Grades of C or above for all subjects

Taiwan

Senior High School Diploma

An overall average of 70

Thailand

Mathayom Suksa 5/6 (M5/6)

Marks of 3 or above for all subjects

Tunisia

Baccalaureat

An overall grade of 'assez bien' (12-13)

Turkey

Devlet Lise Diplomasi (State High School Diploma)

Lise Bitirme Diplomasi (Private High School Diploma)

A final year (not cumulative) GPA of 70 or above

Ukraine

Atestat pro Povnu Zagal'nu Sersdniu Ovitsu

(Certificate of Complete General Secondary Education)

Grades of 'good' (7-9) or above for all subjects

United Arab Emirates

Tawjihiyya (Secondary School Certificate)

80% overall

Uzbekistan

Attestat o srednem obrazovanii

(Certificate of Secondary Education)

Grades of 'good' (71-85) or above for all subjects

Venezuela

Bachillerato /Titulo de Bachiller

Grades of C or above for all subjects

Vietnam

Tot Nghiep Pho Thong Trung Hoc

(Upper Secondary School Graduation Certificate)

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Grades of 'good' (7.0 – 8.0) or above for all subjects

Other Qualifications

American High School Diploma
A final year GPA of 3.0

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees (SSLC) meet regularly throughout the year.

The Business and Management School operates a Learning and Teaching Committee which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board.

Student views are incorporated into the committee's work in a number of ways, such as through student membership of the SSLC, or consideration of student surveys and module feedback reports.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through an analysis of the NSS and module evaluations.

What academic support is available?

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The level 3 induction week is organised by SLLF. The level 4 induction is organised by SBM and will help students with their transition to the School of Business and Management.

Level 3 students are also invited to SBM welcome week activities and receive SBM communications throughout their level 3 year. In addition, there are taster sessions to which level 3 students are invited to help with the transition to level 4.

Module talks are held at the start of the module selection process to enable students make informed choices when selecting their electives for the following academic year.

The School of Business and Management allocates all students an academic advisor. Academic advisors are able to support students through their studies. If students encounter any difficulties of a personal nature which are having an impact on their studies they can meet with their academic advisor.

Office Hours

All academics have dedicated office hours published on the website so students may visit them to discuss any aspect of their learning on specific modules.

QMplus

The virtual learning environment (QMplus) has information on the different modules and supervisory advice for dissertations as well as personalised teaching timetables.

Programme-specific rules and facts

During the foundation year, students will be covered by the Academic Regulations and programme regulations for the year in which they commence the foundation year. Students who progress to the BSc section of the programme will be covered by the

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Academic Regulations and programme regulations for the year in which they begin the BSc section of the programme; where appropriate (notably in the cases of module diet, progression, and award requirements), these latter regulations will then apply for the remainder of the programme.

Progression requirements from level 3 to 4: pass the foundation year, with an average of 60 across semester two modules, a mark of at least 60 % in IFP3018 Management and a mark of at least 60 % in IFP3020 Independent Study Project.

Students must pass 105/120 credits. Resits cannot be carried forward to level 4.

If students pass 105 out of 120 credits at level 3, but fail to achieve the required grades as specified above, they can be offered the FdCert as an exit award.

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia,
- Applying for funding through the Disabled Students' Allowance (DSA),
- Arranging DSA assessments of need,
- Special arrangements in examinations,
- Accessing loaned equipment (e.g. digital recorders),
- Specialist one-to-one "study skills" tuition,
- Ensuring access to course materials in alternative formats (e.g. Braille),
- Providing educational support workers (e.g. note-takers, readers, library assistants),
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to different contexts beyond academia. During their time at QMUL, students will develop adaptability and flexibility skills, problem-solving ability, commercial awareness and effective communication skills, which are highly valued by employers.

The School offers a range of internships available to students throughout their academic programme of study. The School has a dedicated careers services team who help students locate possible internships and graduate roles and create effective CVs to reach potential employers.

Throughout each academic year, the School invites a series of external speakers from a range of employers and institutions to provide students with broader insights into various sectors and industries. These talks and/or panel discussions are often integrated into the programme curriculum at the undergraduate level.

Programme Specification Approval

Person completing Programme Specification:

Dr. Didem Gundogdu

Person responsible for management of programme:

Dr. Didem Gundogdu

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

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Date Programme Specification approved by Taught Programmes Board: