



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution – Queen Margaret University
2	Teaching Institution – Queen Margaret University
3	Professional body accreditation – Chartered Institute of Management Accountants
4	Final Award – MSc Subsidiary exit awards – PG Dip
5	Programme Title – MSc Accounting and Finance with CIMA
6	UCAS code – TBC
7	SCQF Level – 11
8	Mode of delivery and duration – FT, 1 year
9	Date of validation/review – 18th December 2018

10. Educational Aims of the programme

This award is designed to balance the study of accounting and finance with a critical exploration of key issues and policy and regulatory developments that affect the accounting and finance sector and financial management decision-making. At the end of the programme students should be able to demonstrate:

- a conceptual understanding of financial decision-making in organisations
- an ability to apply this knowledge in practice
- a critical awareness of current issues, regulatory and policy developments relevant to the accounting and finance sector

11. Benchmark statements/professional and statutory body requirements covered by the programme

- QAA Finance Subject Benchmark February 2016. Available online at https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-finance-16.pdf?sfvrsn=dd9ef781_6
- SCQF. 2018. *Scottish Credit and Qualifications Framework*. Available online at <http://scqf.org.uk/interactive-framework/>

12. Learning Outcomes of the Programme

- Demonstrate knowledge of how strategies for research and enquiry are used to create and interpret knowledge in the subject area, field or profession;
- Systematically and critically evaluate the practices, research and scholarship in a particular subject area, field or profession;
- Critically evaluate, interrelate and apply knowledge and processes relevant to a subject area, field or profession, much of which may be at, or informed by, the forefront of developments;
- Exercise responsibility, initiative and self-direction to support and further independent study and professional development;
- Contribute to a development of a given subject area, field or profession;

- Critically reflect on practice to develop skills of self-appraisal and insight;
- Identify, critically analyse and respond creatively to complex problems;
- Communicate effectively to diverse audiences through media appropriate for the subject area, field or professional practice;
- Take an interdisciplinary approach to study;
- Demonstrate originality in the application of knowledge and/or practice.

13. Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and the learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility and, at times, allow students to follow their own specific interests. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the sector. One of the challenges facing the programme team is the broad range of experience that can be contained within the class; from a recent graduate with no work experience in the sector, to someone who has been a manager at a senior level for over a decade, as well as international students who come from different cultural contexts. A student-centred strategy goes some way toward addressing these challenges, as well as providing more opportunities for peer to peer learning, support and cultural exchange.

To implement this strategy, a varied menu of learning and teaching methods have been used that allow all students to engage with, practise, and demonstrate mastery of new skills and achievements in as wide a variety of contexts as possible. Methods used include lectures, tutorials, discussions, case studies, problem-based learning and master-classes. This variety of approach, coupled with an emphasis on self-directed learning, supports the effectiveness of the learning process and fosters reflective student practice, allowing students to tailor their learning to their specific needs and aspirations. The diversity of these approaches ensures that the programme contains numerous opportunities for students to use their new knowledge and apply it critically to real-life examples.

Wherever possible, the programme team will adhere to QMU's Inclusive Learning and Teaching Policy in the delivery of programme content (<https://www.qmu.ac.uk/media/3974/inclusive-learning-and-teaching.pdf>). The majority of teaching material is uploaded to the HUB in advance of teaching sessions and students are able to request that they record lectures and seminars.

14. Programme structures and features, curriculum units (modules), credits and award requirements.

Title	Credits	Co-ordinator	Semester
Financial reporting	20 credits	David Leung	Sem 1
Accounting for managers	20 credits	Mark Johnson	Sem 1
Research methods	20 credits	Jane Williams	Sem 1
Fundamentals of corporate finance	20 credits	David Leung	Sem 2
Advanced management accounting	20 credits	Mark Johnson	Sem 2
Strategy and leadership	20 credits	Anitha Abdul Majeed	Sem 2
Finance Dissertation	60 credits	David Leung	Sem 3

15. Criteria for admission

Standard entry requirements

- An honours degree in any subject

Non-standard entry

- An undergraduate general (unclassified) degree in any subject along with substantive work experience at supervisory level
- No formal degree level qualification but substantive professional experience that maps to Level 10 in the Scottish Credit and Qualifications Framework, along with evidence of commitment to study and continuing professional development.

Applications for standard entry will be managed by the centralised admissions team. Applications for non-standard entry will be referred to the Programme Leader for consideration. In these instances, an interview with the applicant will normally be arranged in order to gather evidence. Entry will be based on the following criteria:

- Evidence of appropriate work experience and supporting CPD activity that maps against the SCQF descriptors for level 10;
- A statement of what the applicant has learnt from the above activity, showing how the learning has been at the equivalent of SCQF level 10;
- Evidence of motivation to study at Master's level;
- Supporting references.

It may be appropriate for applicants without academic qualifications to be admitted initially as an associate student. Should they be successful in their first module as an associate student, they may then transfer to the full programme.

Applications for entry with advanced standing (i.e. credit for previous study) are referred to the University's Recognition of Prior Learning Panel. Credit may also be given for prior experiential learning. Normally credit given will be specific rather than general, i.e. on a subject for subject basis, and must be Master's (M) level (SCQF 11). No more than half the credit for a QMU postgraduate award may be gained for study outside the institution. Credit may not be given for the Master's dissertation, which must be completed at QMU in order to gain the award of MSc.

English language requirements:

Applicants must be able to communicate in English to a standard that is equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.0.

Applicants with disabilities:

The University welcomes a diverse learning community and aims to support all students to participate fully in their studies and in University life. Applicants are strongly advised to declare any disability on their application. All applicants who have declared a disability and/or additional support needs and have accepted an offer of admission will be contacted by a Disability Adviser to discuss their individual requirements and the support that may be available to them should they choose to study at QMU. The University will make every effort to ensure that required support arrangements are put in place, however, this is dependent on the student applying in sufficient time and identifying their disability clearly at the time of application.

16. Support for students and their learning

University support services

The University provides a range of support services to address students' academic and personal support needs. Most of these services can be accessed through the Student Services reception desk, which directs students to the best person to provide them with support about the following:

- financial advice
- counselling and well-being support
- disability service
- careers and employability service

Students with disabilities or additional learning needs are supported by the subject level Academic Disabled Students Coordinator who ensures that all reasonable adjustments are put in place to support the student in relation to teaching, learning and assessment. Individual learning plans are communicated to relevant staff. Meetings are held once per semester to discuss learning plans and adjust if necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry
- training in academic skills from the Effective Learning Service
- English language classes for students whose first language is not English
- Support for international students from the International Office
- a range of services to aid direct entrants, including a dedicated induction week and peer mentoring
- support provided by the Library Helpdesk and liaison librarians
- welfare and representation from the Students' Union
- an on-site Business Gateway

Longitudinal Induction

Students take part in a two-day induction when they join the programme. As well as providing essential information about the course and what students should expect, this includes icebreaker activities and discussions about what Master's level learning looks like in practice. There are also social opportunities to meet and get to know fellow MSc students. Further induction sessions are also offered throughout the first month, either as stand-alone activities or embedded into modules. Useful resources and guides are also made available to students via the Hub and signposted by lecturing staff when appropriate.

Extra-curricular and social activities

The team are aware of the role of extra-curricular and social activities in helping to build a supportive student cohort and develop additional graduate skills. Although this is arguably more difficult to do with a postgraduate cohort, all of whom tend to be leading very different lives, opportunities for socialising are provided. Examples include:

- the Postgraduate welcome reception during induction week, where students are able to meet peers studying on other programmes
- an off-campus social gathering
- the annual end of term festive food party, where students are invited to bring along seasonal fayre that best represents this time of year for them

Students are also encouraged to sign up to the University volunteering scheme, which includes opportunities to assist with peer mentoring, act as a student guide at open days, and become involved in school visits.

Personal Academic Tutors

Each student is assigned a personal academic tutor (PAT) at the start of the programme. Students are encouraged to meet with their PAT at least once a semester. PATs discuss students' overall progress with them and suggest options that might help the student to deal with any challenges they face. PATs may refer students to relevant professional services as required.

Student representation and feedback

The programme operates in line with the University regulations on student representation. Each cohort elects two representatives, who liaise with the programme team through the following mechanisms:

- The Student Staff Consultative Committee (SSCC) meets once per semester. Meetings are led by students, who determine the agenda. If a student cannot be identified to chair the meeting, it is appropriate for a staff member to do this.
- The Postgraduate Programme Committee meets once per semester after the SSCC has met. Issues raised by students at the SSCC feed into the Programme Committee.
- On-going liaison. Student reps may raise an issue on behalf of their class at any time.

The University (in partnership with the Students' Union) provides training for class representatives to help them to fulfil their role effectively.

Students are also invited to complete module evaluations at the end of each semester. The data from module evaluations is considered by the Programme team and reported on in the annual programme monitoring report. Postgraduate students are also able to offer feedback through the annual QMU Student Survey.

17. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/about-the-university/quality/>