

## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MSc Accounting and Management
Name of Interim Award(s)	N/a
Duration of Study / Period of Registration	12 Months (Full-time)
QM Programme Code / UCAS Code(s)	N1Q9
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	N/a
Date Programme Specification Approved	
Responsible School / Institute	School of Business & Management

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

N/a

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

### Programme Outline

The MSc Accounting and Management programme offers specialised, practical and theoretical education in the area of accounting and management of resources. This is a course relevant for students who aim to hold a career in corporate and non-corporate spheres of the economy. It is a course that will equip students wishing to improve their theoretical and practical knowledge of accounting and its role in recording and influencing the management of organization resources. The programme consists of three compulsory taught modules and the choice of an optional module in the first semester, three compulsory taught modules and two optional taught modules in the second semester followed by a 10,000 word dissertation.

### Aims of the Programme

The aims of the programme are to:

1. Provide a programme of study grounded in the field of Accounting and Management
2. Deliver a critical and reflective programme of modules that are relevant to those seeking employment in the functional areas of accounting and general management

3. Support the development of a range of cognitive and transferable skills both generic and specific to the field of study of accounting and management.

### What Will You Be Expected to Achieve?

During and at completion of this programme students will:

1. Understand the nature and evolution of accounting as a professional practice
2. Appreciate the theoretical underpinnings of accounting
3. Be able to assemble financial data and use this to construct critical narrative and numbers interpretations
4. Demonstrate key transferable cognitive skills in relation to the deployment of accounting information in variable contextual settings for: analysis, decision making and resource allocations.
5. Appreciate appropriateness of the qualitative and quantitative research methods in support of particular resource management contexts.
6. Enhance personal skills for employability : managing time, working with others, appraising and planning workload and communicating outcomes

#### Academic Content:

A 1	Deliver a programme of studies that is grounded in accounting and management
A 2	Be able to utilise accounting information to critically inform decision making and resource management
A 3	Develop knowledge and analytical skills that are transferable into employment.

#### Disciplinary Skills - able to:

B 1	Develop an understanding as to the theories that underpin accounting systems and resource based management
B 2	Appreciate how accounting has evolved as a management information system for decision making
B 3	Critically evaluate the way in which accounting information impacts on the management of resources.

#### Attributes:

C 1	Acquire knowledge and a critical understanding
C 2	Apply analytical skills and communicate interpretations effectively
C 3	Use research skills to develop new understanding
C 4	Enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large

### How Will You Learn?

The teaching for this programme is led by research-oriented staff and also supported by appropriate visiting lecturers with professional expertise who will also combine their professional knowledge to develop learning materials taking also a critical attitude to its development and delivery. Students will experience a challenging but supportive learning environment. Each module will have an outline description and set of learning outcomes in addition to an outline syllabus and assessment methods and available on the Management School's Postgraduate web-page. Students will typically have 3 contact hours per week for each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and concepts whilst seminars/classes make will facilitate active-learning with student interaction encouraged through discussion, exercises, case studies and collaborative presentations

### How Will You Be Assessed?

Modules are typically assessed by a combination of coursework (usually 30%-40% of the total mark) and final (two hour) examinations. But there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results

### How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

This programme is structured with 8 taught modules spread across two semesters; 6 of which are compulsory modules and 2 electives. Each taught module has a value of 15 credits. In semester C students complete their core dissertation module (60 credits).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation for Accounting and Management	BUSM105	60	7	Core	1	Semester 3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Financial Reporting	BUSM054	15	7	Compulsory	1	Semester 1
Accounting for Business Models	BUSM070	15	7	Compulsory	1	Semester 1
Financial Markets and Institutions	BUSM072	15	7	Compulsory	1	Semester 1
Strategic Management	BUSM086	15	7	Compulsory	1	Semester 1
Quantitative Research Methods	BUSM014	15	7	Elective	1	Semester 2
Research Methods for Business and Management	BUSM027	15	7	Compulsory	1	Semester 2
Multinationals and Global Business	BUSM028	15	7	Elective	1	Semester 2
Corporate Finance for Managers	BUSM030	15	7	Elective	1	Semester 2
Corporate Governance	BUSM060	15	7	Elective	1	Semester 2
Contemporary Issues in Accounting	BUSM061	15	7	Elective	1	Semester 2
Accounting and Value Management	BUSM071	15	7	Compulsory	1	Semester 2
Behavioural Finance and Decision Making	BUSM085	15	7	Elective	1	Semester 2

### What Are the Entry Requirements?

A good upper second class (2:1) honours degree or equivalent in any subject  
IELTS 7.0 (writing 6.0) or equivalent

### How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the School.

All PGT programmes have a dedicated Programme Director who also acts in most instances as the Academic Advisor for students in that programme. Students are introduced to their Programme Director during the induction week and are encouraged to approach them for academic advice or to discuss issues and/or concerns during their time of study.

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Students may also speak with or write to the Director of Postgraduate Taught Programmes about their issues and concerns or to provide feedback.

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each programme 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. The School's Staff-Student Liaison Committee meets formally once each semester. The minutes of the meetings are published to the School and the action points for these are noted and responded to accordingly.

The School operates a Teaching and Learning 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, undertaking periodic programme reviews and considering all proposals for module and programme approval and amendment before submission to the Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, via the SSLC or consideration of student surveys.

Student feedback is also formally raised with and addressed by the PGT Programmes Directors at the PGT Programmes Sub-committee. Student feedback and the School's response to this feedback is presented at the Teaching forum held by the school once a semester.

The School operates a structure to address complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. This information is available to students via the Student handbook, the Virtual Learning Environment and the School's website.

All schools/institutes operate an Annual Programme Review (APR) 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/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the PTES and module evaluations.

### Academic Support

Students will have timetabled lectures and seminars and will have weekly office hour support.

The induction week prior to the start of Semester A provides introductory talks on all of the services and support mechanisms available within the School and College.

Students on this programme will be supported by the individual staff members running modules on this program in terms of immediate advice on a specific module: course content, assignments and exam structure. Students are also assigned an academic advisor whom they are encouraged to consult for academic related support and a dedicated supervisor for their core dissertation module. Beyond this, the administrative staff also provide support services for non-academic matters.

The School's use various channels of communication to provide updates on teaching timetables, module information, events and support services (e.g. Plasma Screens, notice boards, Virtual Learning Environment).

### Programme-specific Rules and Facts

The research proposal assessment must also be passed in order to progress to the dissertation stage

## 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 and guidance for examiners
- 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)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

## Links With Employers, Placement Opportunities and Transferable Skills

The School works closely with the Careers Service to locate possible work placements/ internships and to prepare students for the recruitment process (e.g assistance in creating effective CVs to reach potential employers, interview skills).

Graduates from this programme will have developed a range of cognitive and intellectual skills together with investigative techniques and research based skills that will enhance employability in the field of Accounting and Management. Specifically these include:

Ability to think critically and creatively and synthesise responses in a clear and thoughtful manner.

Conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and presentation of findings.

Understand the complex inter-relationships between accounting information and its use for the management of corporate and non-corporate resources

Appreciate the nature of corporate social responsibility and ethical dilemmas when accounting for and managing resources where there are often conflicting organization values and motivations.

## Programme Specification Approval

**Person completing Programme Specification**

Lorna Ireland, , PGT Programmes Manager

**Person responsible for management of programme**

Professor Colin Haslam

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

3 Dec 2014

**Date Programme Specification approved by Taught Programmes Board**

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