Programme Specification

<table>
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<tr>
<th>Programme award and title:</th>
<th>BAcc (Combined Honours)</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>MN24; NNF4; GN44; LN14; NR41; NN24; NN45; GN14; NR44; NC46</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>484/506</td>
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Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The accounting part of this programme aims to provide students with the knowledge and skills to equip them for a career in all areas of accounting and a wide range of careers in business and finance. It does this by developing students' competence and practical skills in accounting while providing the relevant knowledge and understanding of accounting as it relates to the wider business context.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- Understanding of some of the contexts in which accounting can be seen as operating
- knowledge and understanding of the main current technical language and practices of accounting
- knowledge and understanding of some of the alternative technical languages and practices of accounting
- knowledge and understanding of contemporary theories and empirical evidence concerning accounting in one of its contexts and the ability to critically evaluate such theories and evidence.

Subject-specific skills and other attributes
- Skills in recording and summarising transactions and other economic events
- preparation of financial statements
- analysis of business operations
- financial analysis and projections
- skills in applying generic quantitative models to a range of management accounting applications

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
- Capacity for critical evaluation of arguments and evidence
- ability to analyse and draw reasoned conclusions concerning structured and to a more limited extent unstructured problems from a given set of data
- ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources
- capacity for independent and self managed learning
- numeracy skills, including the appreciation of statistical concepts
- use of IT
- communication skills, including the ability to present quantitative and qualitative information together with analysis, argument and commentary
- ability to work in groups and other interpersonal skills, including oral as well as written presentation skills

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Acquisition of the programme outcomes is through a combination of lectures, small group teaching, seminars
Throughout the programme the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught, and to broaden their individual knowledge and understanding of the subject.

- Testing of the knowledge base is done through a combination of unseen written examinations, assessed coursework and extended essays. In addition oral presentations are used as appropriate.
- Practical skills are developed through the teaching and learning programme and are assessed through course tests, unseen written examinations, MCT; and case studies.
- Intellectual skills are developed throughout the teaching and learning programme. Such skills are introduced at a basic level in the earlier courses and are further developed in the more advanced courses by means of coursework activities; seminar presentations and extended essays. In general the more advanced courses encourage self-directed learning.
- Intellectual skills are assessed through a variety of mediums including unseen written examinations;
  coursework essays and case study analysis

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<th>Professional/statutory body accreditation or recognition:</th>
<th>Full accredited degree with ICAS</th>
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**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: