Programme Specification for DipHE Accounting and Finance

This document applies to Academic Year 2025/26 onwards

Table 1 programme specification for Diploma in Higher Education (DipHE)

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	Birmingham Metropolitan College (BMet)
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	Diploma of Higher Education (DipHE)
5.	**Programme title**	Accounting and Finance
6.	**Pathways available and/or Linked Honours Degree progression route/s**	Linked progression to BA (Hons) Accounting and Finance at University of Worcester
7.	**Mode and/or site of delivery**	Standard Taught Programme, at Matthew Boulton Campus, BMet College, Birmingham
8.	**Mode of attendance and duration**	Full time (2 years) Part time (Flexible)
9.	**UCAS Code**	N404 Diploma of Higher Education (DipHE) Accounting and Finance
10.	**Subject Benchmark statement and/or professional body statement**	QAA Subject Benchmark Statement Finance, 2019 QAA Subject Benchmark Statement Accounting, 2019
11.	**Date of Programme Specification preparation/ revision**	Approved June 2024

12. Educational aims of the programme

The Diploma of Higher Education will provide students with an excellent foundation in all areas of accounting and finance, including financial accounting, management accounting and corporate finance. Students will also gain skills and knowledge in mathematics and digital systems.

This diploma includes a range of specialist modules for which students will gain valuable accounting and finance skills to enhance employability prospects. Many students may wish to continue onto professional examinations with accounting bodies and this course supports knowledge and skills development towards this. This diploma will also support those who wish to pursue a career in general business management as it will provide the necessary knowledge of accounting and finance required at management level. The DipHE is not accredited by professional bodies, however this award is aligned to the first two years of the BA(Hons) Accounting and Finance degree at the University of Worcester and where students successfully continue to the full degree they will be able to obtain exemptions from professional examinations and again this would enhance students' employability prospects.

Students will be taught by qualified accountants and finance specialists who have experience of working for a wide variety of organisations and will benefit from their first-hand knowledge and experience. Throughout this diploma students will have the opportunity to apply accounting and finance techniques to real-life scenarios which will ensure that after completion of the course students will have the capability of applying this knowledge in the workplace. In particular, the purpose of this programme is to provide students with:

1. An appreciation of the role of accounting and finance in the overall context of the business. This will be through the study of how the design, operation and validation of accounting systems affect, and are affected by, individuals,

organisations, markets, society and the environment.

2. Skills and knowledge in the major theories and practices of accounting and finance to provide analysis and information for a variety of decision making, accountability, managerial and regulatory purposes and applying these theories to practical “real world” problems.

3. An appreciation of the interaction between national and international capital markets and households, firms, financial institutions and governments.

4. A supportive and stimulating learning environment which is intellectually challenging and develops analytical and critical thinking abilities.
5. Enhancement of lifelong learning skills and personal development to support employability and prepare for pursuing a career as a practitioner within the fields of commerce, industry, finance and the public sector. The potential for progression for completion of an Honours Degree and/or sitting professional body examinations and so gaining professional body membership.

6. Opportunities to enhance employability through a focus on sustainability and University of Worcester graduate attributes and by “real world” learning experiences.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Demonstrate, through application, knowledge and understanding of the key theoretical concepts and frameworks underpinning the analysis and development of leadership and management in organisations.	BMGT2220
2.	Explain the purpose and nature of financial and management accounting and reporting in business organisations – its strengths and limitations and the use of accounting information by different stakeholder groups	BMGT2111 BMGT2101
3.	Explain how financial markets operate and the types of instruments that are traded on these markets and appraise whether the markets are operating efficiently.	BMGT2112
4.	Analyse financial reports and data to make informed investment decisions. Evaluate the potential risk and uncertainty in financial markets and investment, including the relationship between risk and return.	BMGT2112
5.	Demonstrate an understanding of, and the ability to, apply various financial accounting, budgeting and decision-making techniques in accordance with the conceptual and regulatory frameworks.	BMGT2101 BMGT2111

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
6.	Solve technical accounting and finance challenges, explaining these technical aspects to non-specialists in such a way that they are able to appreciate the implications to business decision making.	BMGT2101 BMGT2111 BMGT2112
7.	Calculate and interpret appropriate solutions to business problems using quantitative and/or qualitative analysis	BMGT2112 BMGT2220
8.	Develop commercial acumen based on an awareness of the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations	all L5 modules
9.	Critically evaluate business models and research data to inform the business decision making process within the business environment	BMGT2101 BMGT2220

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
10.	Demonstrate effective communication skills (oral and/or written)	All Level 5 modules
11.	Research and interpret information such as business documentation, professional body reports, business financial accounts and management accounting information, and to recognize how this supports the achievement of the objectives of a business	BMGT2111 BMGT2220
12.	Explain the goals of financial management and examine the main financial instruments available to businesses.	BMGT2112
13.	Apply numeracy skills to interpret and analyse financial and numerical data, appreciating statistical concepts at an appropriate level.	All Level 5 modules

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
14.	Demonstrate personal development, responsibility and effective self-management (planning, motivation and innovation).	All Level 5 modules
15.	Prepare the statement of financial position, statement or profit or loss for businesses.	BMGT2111
16.	Participate effectively in teams and in professional roles. Evaluate organizational activity in relation to leadership and ethical and sustainable practices.	BMGT2220
17.	~~A~~pply problem solving skills together with the ability to undertake appropriate further training of a professional or equivalent nature.	All Level 5 modules

The programme adopts a progressive structure of:

Foundations (Level 4) ➔ Operations (Level 5)

with the intention of supporting progression across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future study and/or employment. The curriculum design approach has enabled the development of planned, integrated and progressive learning, teaching and assessment strategies for the programme. The inclusion of innovative assessment strategies supports learning and achievement. Level 4 mandatory modules offer a clear foundation of accounting fundamentals, for example: management accounting, financial accounting, law and unlocking individual potential.

Particular care has been taken to ensure that the core modules provide an appropriate structure which allow students:

- to acquire and build knowledge and understanding (e.g. via the four subject-related core modules at Level 4);
- to develop and progress – at the two levels of study - across the intended range of cognitive, academic, practical and transferable skills appropriate to both study on the programme and future study and/or employment including critical thinking skills;
- to develop a proactive approach to change, a sensitivity to business issues and enterprise;
- the opportunity to develop and experience a variety of complementary approaches to learning and teaching and a good balance of activities.

Integration between practice and theory is provided by:

- the opportunity to undertake a short-term internship as an extracurricular activity whilst studying. These opportunities will be communicated via the Careers Advice team at BMet and the placements and internships coordinator at Worcester Business School and by BMet Course Leader and Personal Tutors.
- the opportunity to apply to progress for further study, for example on the BA (Hons) Accounting and Finance at the University of Worcester, which includes a one-year placement opportunity.
- the core modules of BMGT1220 and BMGT2220 require students to reflect on their learning and individual experiences of organisations, their environment and management. Such experiences will also be acquired through other modules, for example via exposure to visits and other inputs from practicing managers, simulation of real-life scenarios via case studies or modelling.

Learning, teaching and assessment

As a result of a collaborative effort with colleagues across BMet College and with Worcester Business School and in alignment with key factors relating to the University of Worcester Learning and Teaching Strategy, the following strategic goals have been identified to shape the College's approach to learning and teaching relevant to this course.

1. Ensuring intellectually challenging modules which are integrated and have clear continuity across all levels
2. Incorporate coherent continuous assessment strategies with embedded formative and summative feedback approaches

3. Ensure key skills around research, employability and digital literacy are embedded into learning and teaching
4. To develop a sense of belonging and awareness among students through communication, towards shaping mind-sets and building a more cohesive culture.
5. To transform the approach to personal tutoring through tutor-led mentoring and an embedded structure within course design.

The learning and teaching methods employed in this course will provide students with a range of opportunities to develop the skills necessary to apply business theories and practice to a variety of situations.

The learning and teaching strategy also supports and enables students to make decisions in multifaceted and changeable situations and will provide students with a range of opportunities to develop the skills necessary to embark on a career in a variety of areas, for example accountancy, finance and consulting.

Learning and teaching methods used will include:
Tutor-led direct contact, College-based teaching days, including such methods as structured lectures, interactive seminars, group discussions and activities, co-operative learning, individual tutorials, real-world case studies, oral presentations, mock examinations, virtual trading simulations, hands-on experience working with spreadsheets and market leading business analysis software, computer based tests, guest speaker inputs, and self-directed research.

Students do not learn in isolation and using the University of Worcester Virtual Learning Environment (BlackBoard Ultra) allows for online collaborative activities to take place.

Accreditation
The DipHE is not accredited directly by professional bodies, however the University of Worcester BA (Hons) Accounting and Finance course, upon which this DipHE is based at Level 4 and Level 5 study, has been mapped to take advantage of professional body accreditations. This means that the content learned during the DipHE course will contribute to knowledge and skills to support study with the professional bodies. Where students apply and are accepted to the full degree course at the University of Worcester it is expected that exemptions can be claimed for study at all levels.

Teaching
Students are taught through a combination of interactive workshops, lectures, seminars, practical activities, etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills.

In addition, meetings (both individual and group) with personal tutors are scheduled throughout the academic year. If students are accepted for progression onto the BA (Hons) Accounting and Finance course there is a possible opportunity to undertake a year-long placement, this would be supervised by a work-based mentor and a university tutor. If progressing to the BA (Hons) Accounting and Finance, there may be an alternative opportunity to study abroad at one of our exchange partner universities for a year.

BMet College and the University of Worcester place emphasis on enabling students to develop the independent learning capabilities that will equip them for

lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful on completion of the course.

Contact time
In a typical week there will be at least 12 hours of timetabled teaching in lectures, seminars and small-group work.

Typically, class contact time will be structured around:

- Information giving, facilitated discussions, small group work, presentations
- Practical skills – the opportunity to practice group facilitation, presentation, communication and listening skills
- Visiting speakers and opportunities to visit other settings are regular features of the course.

Independent self-study
In addition to the contact time, full-time students are expected to undertake around 24 hours of personal self-study per week, plus additional preparation for assessments and examinations. Typically, this will involve meeting with individual tutors to discuss progress and feedback, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online. In addition to this, students will spend time sharing ideas with fellow students, taking part in extra-curricular learning activities and engaging with external employers.

Independent learning is supported by a range of excellent learning facilities, both at BMet, where there are library and learning resource centre facilities, and at the University of Worcester at the Hive, where there are library resources and study spaces. In addition, the virtual learning environment, and extensive electronic learning resources as well as our network of employers and entrepreneurs will support students.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience and business leaders and employers.

Teaching is informed by research and consultancy, and many lecturers are members of the Accounting professional bodies. Teaching is informed by research and consultancy work carried out by staff both at BMet and at the University of Worcester.

Assessment
The assessment strategy has been designed so that:

- All modules have both formative and summative assessment elements. Formative assessment allows tutors and students to recognise strengths and weaknesses in learning and to address those issues immediately. Summative assessments are graded and count towards the final module grade, and they are assessed against the specific module learning outcomes.
- Typically, 30 credit (two semester) modules will have two or three assessments.
- Across each individual year and cumulatively across the two years the

concept of continuous assessment and/or building up expertise in different assessment types applies. A variety of assessment types (reports, portfolios, presentations and essays) are designed to suit different learning styles
- Exams are more common in Accounting and Finance modules because the professional bodies prefer this method of assessment for exemption/ accreditation purposes and many of our modules are aligned to those bodies to allow further study and if approved, accreditation.
- Different types of employability skills are embedded in all modules.

Inclusivity
The learning and teaching strategies for individual modules have been undertaken in accordance with the University's Curriculum Design Policy. There is constructive alignment of the learning outcomes with teaching and learning approaches and assessment and research-informed teaching embedded within modules to meet the learning needs of a diverse range of learners. BMet have an inclusivity strategy and this course is aligned to that.

Research
The importance of research in the curriculum is a strategic goal of Worcester Business School and this aligns with the principles at BMet. A variety of methods to enhance research into the curriculum are detailed, this will support BMet's learning and teaching:
- Research-informed teaching in enhancing students' learning experience is fully appreciated.
- A student-centred learning approach ensures that students learn through their own enquiry and the assessment strategy supports this through investigative, explorative and applied assessment tasks.
- Invitations to include eminent research-active guest speakers in modules is encouraged.

Internationalisation is embedded in the curriculum and the programme also includes a number of modules which include an international or global theme. Students study in a culturally diverse environment with peers and tutors from a range of cultural backgrounds.

Sustainability:
The themes of ethical and sustainable business practice are addressed throughout the curriculum. Students are encouraged to evaluate their own behaviours and actions in relation to organisational ethical dilemmas and to consider the implications of ecological changes for business and communities, now and in the future, and responses to these changes. The use of the VLE to provide learning materials and student support promotes the paperless/low carbon learning processes, as do online submission and marking of assignments.

14. Assessment strategy

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the course handbook.

The assessment strategy has been designed to provide a variety of challenges appropriate to students on a multi-disciplinary academic undergraduate programme. Modules include assessments which encourage the development of academic and employability skills, wider reading and research and scholarship.

Students will also have the opportunity to undertake more 'practical' assignments relevant to the real world of employment as well as take

examinations. A mixture of assignments is intentionally set in order to maximise opportunities for all students to perform and develop skills relevant to their future academic or professional careers.

An appropriate balance of formative and summative assessments is included. The assessment structure has been developed to support student learning by providing assessment procedures that reflect the nature of the learning experience of each module, and by ensuring that the students are able to demonstrate ability in a wide range of qualities and skills appropriate to the course. This structure is under continuous review via BMet college and Worcester Business School's quality enhancement procedures including student feedback, comments from the external examiner and other review processes.

Study and assessment at Level 4 is seen as being a formative process in preparation for Levels 5. The majority of assessment methods that are used at Level 5 will be initially encountered by students at Level 4. As a student progresses through the levels there is a stronger emphasis on synthesis and evaluation.

Marking of student work is internally and externally verified. Typically work is anonymously marked, except where this is impracticable (e.g. oral presentations). Student work is graded according to the University of Worcester's Generic Grade Descriptors. Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment. Constructive, timely and relevant feedback is an integral part of the assessment process as per the UW Assessment Policy.

Feedback
Students will receive feedback on practice assessments and on formal coursework assessments. Feedback on examination performance is available as an examiner's report on BlackBoard and individual feedback is available upon request from the module leader.

Feedback is intended to support learning by indicating how students can improve in future assignments and students are encouraged to discuss feedback with personal academic tutors and module tutors to help support academic and personal development and enhance employability skills. Feedback on summative assessments is normally provided within 20 working days of hand-in.

15. Programme structures and requirements DipHE Accounting and Finance

This course is available to both full-time and part-time students.

Award map for DipHE Accounting and Finance

Table 6 award map for Level 4 DipHE (successful completion of 120 credits at L4 would lead to a Certificate in Higher Education CertHE award)

Level 4			
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))
BMGT1100	Introduction to Management Accounting	30	M
BMGT1110	Introduction to Financial Accounting	30	M
BMGT1120	Law for Accounting & Finance	30	M
BMGT1220	Unlocking Individual Potential	30	M

Requirements at Level 4
Students must take 120 credits in total drawn from the table above to include all mandatory modules BMGT1220, BMGT1100, BMGT1110, BMGT1120

Table 7 award map for Level 5 DipHE

Level 5				
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)
BMGT2101	Management Accounting	30	M	BMGT1100
BMGT2111	Financial Reporting	30	M	BMGT1110
BMGT2112	Financial Markets & Investment	30	M	BMGT1100
BMGT2220	Unlocking Organisational Potential	30	M	BMGT1220

Requirements at Level 5
Students must take 120 credits in total drawn from the table above to include all mandatory modules BMGT2220, BMGT2101, BMGT2111, BMGT2112.

16. OfS and professional academic standards and quality

The academic standards for the programme have been set and are maintained in accordance with the Office for Students (OfS) Quality and Standards conditions of registration. The OfS sets out conditions which higher education providers are required to meet to ensure that academic standards are set and maintained and that registration with the OfS is continued.

The Office for Students (OfS) Sector Recognised Standards apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers. This award is located at Level 5 of the OfS sector recognised standards.

The QAA Subject Benchmark Statement Finance, 2019 and QAA Subject Benchmark Statement Accounting, 2019 articulate the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field and informs the DipHE programme. These benchmarks have been used to craft module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

17. Support for students

General approaches to student support

The fundamental approach of BMet and Worcester Business School to student support is centred on the need to motivate and inspire our students. Given the nature of the subject material, the need for *active learning* is emphasised through the award.

Students are supported during in-class activities with verbal formative feedback on their progress during seminar activities. They are also supported on a one-to-one basis, as required, outside the classroom through individual tutorials. Tutors allocate timetabled office hours to support student learning.

Student induction

BMet and Worcester Business School run a week of induction events at the start of the academic year. This varies in detail from year to year but includes the following elements: Introduction to the course, introduction to fellow students, introduction to BMet and UW support services, meetings with academic tutors, introduction to key ICT and library resources, introduction to study skills, introduction to group activities. Students from BMet will be offered a visit to the University of Worcester during the induction period.

Support is available beyond Induction Week to ensure that students receive appropriate support at the point of need through the weekly timetabled tutor sessions and scheduled academic tutorials.

Personal Tutoring

Each student has a nominated Personal Tutor based at BMet college to provide pastoral advice and guidance, personal development planning and pastoral support as appropriate throughout their programme of study. Students will also have access to academic tutors to support their subject specific development. Key aspects of these roles include:

- To support the academic development of their allocated tutees
- To act as the first point of call for any tutees experiencing issues or problems arising whilst at University
- To contribute to a reference for tutees
- To advise students on individual course options, module selection and academic planning
- To identify ‘at-risk’ students and implement intervention
- Improve graduate outcomes by focusing on students’ ultimate career goal, providing information and guidance on graduate options (further study, employment and entrepreneurship)
- To lead to increased student engagement, achievement and attendance.

In addition, to the above, the following activities and documents have been put in place to provide development and support for undergraduate students at Worcester Business School:

- Handbooks are provided for the Course.
- Module outlines which include module code, module title, level, planned teaching activities, attendance requirements, assessment briefs, assessment criteria and reading lists.
- A Virtual Learning Environment to provide module-specific material, documents, activities and networking, as well as more general announcements and updates.
- Course Leaders to advise on curriculum and other course-related issues.
- Student course representatives on Student Staff Liaison Committees to

address course-wide issues.
- BMet college's Inclusive Support Team and The University's Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties. At the University there is a dedicated Assistant Disability Coordinator for students with sensory impairments. Advice is also available on access technology such as voice recognition and text-to-speech software.

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

18. Admissions

Admissions policy

The University aims to be accessible; it is committed to widening participation and encouraging diversity in the student population. Worcester Business School works closely with BMet College and University central student support services including the Admissions Office, the Disability & Dyslexia Service to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Entry requirements

The normal minimum entry requirement for undergraduate DipHE courses is the possession of 4 GCSEs including English and Maths (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html. See the University of Worcester Admissions Policy for other acceptable qualifications.

Applicants with no formal qualifications may be considered for Mature Student Entry Routes.

The University welcomes applications from candidates holding qualifications outside the UCAS Tariff including those awarded by professional bodies and overseas qualifications, including the International and European Baccalaureate.

Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. IELTS of 6.0 of higher or Pearson 59 or 51 or higher in each component). Please note that IELTS exams must be no more than two years old at the start of the course. Further details regarding minimum entry requirements can be found on the University web site.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Offers will be conditional against successful meeting of entry requirements. Evidence from personal statements and/or references included with the application form will be considered in order to ascertain a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

Please refer to the Admissions office or https://www.worc.ac.uk/study/find-a-course/how- to-apply/home.aspx.

Full-time applicants apply through UCAS (see page 1, Section 8 for course codes). Part-time applicants apply directly to University of Worcester (UW).

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board

of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

- A student who has successfully completed Level 4 in their first year of study may apply for a course transfer to the BA (Hons) Accounting and Finance degree. If agreed by course leaders at BMet and at the University of Worcester, Level 5 study will be located at BMet and L6 at the University of Worcester.
- Alternatively after successful completion of the DipHE Accounting and Finance students may apply for entry to the BA (Hons) Accounting and Finance at the University of Worcester, if the application is successful this would be for direct entry to Level 6 study.

Requirements for Awards

Table 8 requirements for awards

Award	Requirement
Certificate of Higher Education Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE	In order to be eligible for the award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.

These awards are not classified.

20. Destinations, employability and links with employers

Destinations

- This course prepares students for further study to complete the full L6 BA(Hons) degree by studying for a further year at Worcester Business School.
- The course prepares students for a range of interesting and challenging careers in the public, private and voluntary sectors, both in the UK and overseas. Employment may initially be as a trainee accountant or trainee business manager in a large organisation or a junior accountant or junior business manager in a smaller organisation, before moving on to more senior positions. Alternatively, students may decide to establish their own business.
- Some organisations that Worcester Business School graduates have worked for include both local and national accounting firms as well as a range of other organisations such as:
  - Amazon UK
  - Cisco Systems
  - DHL
  - Enterprise
  - HSBC
  - Mazda

- Sainsburys
- Vodaphone

Progression to Linked Honours Degree(s)/Top-Up Degree(s)

- The DipHE Accounting and Finance is fully aligned to the first two years of the BA(Hons) Accounting and Finance degree at the University of Worcester. Where students have an agreed transfer~~red~~ of their registration to the BA(Hons) Accounting and Finance programme at the end of level 4 study, progression will be continuous on successful completion of each level of study.
- Successful completion of the DIPHE in Accounting and Finance at BMet will support students' progression to the BA (Hons) Accounting and Finance course. Admission will be via the University of Worcester application process.
- Throughout the DipHE there will be many opportunities to develop study skills to facilitate the transition to level 6 study. Students will be supported both at BMet college and by University of Worcester staff and resources.

Student employability

- Career guidance – A range of opportunities are provided to enhance students' employment. Students will benefit from the close links that BMet college and Worcester Business School have developed with local and national employers. Further careers guidance is available through BMet College careers service and the University of Worcester Career Advisory Service and periodic Career Fairs are organised by college and University Student Services.
- Short-term work placement and job opportunities are advertised direct to students by BMet staff and via Worcester Business School's intranet.
- Students who have an agreed transfer to the BA (Hons) Accounting and Finance degree programme at the end of level 4 will have the opportunity to apply to undertake a placement year with a UK or international organisation. Students can apply for opportunities in the UK at a large number of well-known organisations across a wide range of industry sectors who offer placements annually, including PwC, Deloitte, IBM, Marks and Spencer, the NHS, J P Morgan, Kraft, Worcester Bosch, Waitrose, Xerox, and many others.

Strategies used to embed employability into the curriculum and enhance graduate employability within a complex global world include:

- the targeting of selected employability features in every module (designed by Worcester Business School in conjunction with employers).
- access to a broad network of business managers and employers.
- employment preparation workshops which include CV preparation, mock interviews/ assessment centres and meetings with employers.
- opportunities to engage in work-based learning modules.
- the option of a placement year where students successfully transfer their registration at the end of level 4 to the BA (Hons) Accounting and Finance programme.

Links with employers

- BMet has built up relationships with key local and national employers (for example, KPMG, Lloyds Bank, Deutsche Bank, Al Rayan Bank, Deloitte, Wesleyan, HBSC Bank, GVA, BNP Paribas, Gateley, Amazon UK)
- Students also benefit from attending an annual calendar of seminars and industry visits through the GBPSA and Career College.

- BMet college and Worcester Business School aim to promote closer links with employers through the work of its Business and Professional Development Team and is supported by its Employers' Advisory Group, which meets on a regular basis.
- Worcester Business School has worked with a number of business clients in developing and delivering its programmes including the NHS, local government, police constabularies, the Ministry of Defence, Royal Air Force, the Prison Service, Royal Mail, financial services, housing associations and many other local organisations and businesses.
- The course has been designed to align with accounting professional bodies syllabi and the UW course leader works closely with professional bodies to ensure development of curriculum to reflect real-world developments of the knowledge and skills required of accountants.
- BMet and Worcester Business School have well-developed working relations with local business communities many of whom contribute to undergraduate programmes to give a real- world insight into the future world of work.
- These professional and business networks also involve external events, many of which are open to students, as well as employers.
- The School liaises with external agencies, such as the Institute of Directors, Federation of Small Businesses, Chamber of Commerce and Confederation of British Industry.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation
e.g. course handbooks, module outlines and module specifications.