



MSc Accounting and Finance (Top-Up)

Programme Handbook

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Version 2

Welcome from the Provost

Hello, I am Professor Dilshad Sheikh, Provost at Arden University. With over 24 years teaching experience, I would like to welcome you to this exciting programme. I oversee a highly experienced management and teaching team with lots of vocational business experience. I am sure that they look forward to both teaching you on the course and to sharing their experiences from the business world. I wish you every success on the course and look forward to witnessing your progress and development as an Arden University student.

Welcome from the Head of the School of Management and Executive Education



I am Dr Hassaan Khan, the Head of the School of Management and Executive Education at Arden University. I studied Accounting and Finance at the University of Kent, followed by an MSc and PhD in Finance from Durham University.

Before joining Arden, I served as the Associate Dean at the Global Banking School, where I oversaw the Finance and Business Management degree courses. I was also the Director of Programmes at BPP University, responsible for managing degree programmes in Finance and Applied Management, as well as professional accountancy courses and degree apprenticeships. My previous roles include Director of the Centre for Financial Research at Anglia Ruskin University, Entrepreneur Scholar at Judge Business School, and Teaching Assistant at Durham University. I have considerable experience in knowledge transfer partnerships, most notably with Allia Limited, Cambridge, where I worked as a Social Investment expert in collaboration with the Icubyte Cambridge Business Incubator.

In addition to my role at Arden University, I continue to work as a Consultant Financial Economist at the Bank of England. I am also a Fellow of the Higher Education Academy and a member of various professional organisations, including the Fintech Professionals Association, the Royal Economic Society, ICAEW, the Chartered Management Institute, and the British Accounting and Finance Association.

Welcome from the Head of Department of Accounting and Finance



Dr Weerawardane is the Head of Department for Accounting and Finance at Arden University. She is a Fellow member of ACCA (the Association of Chartered Certified Accountants), and holds a PhD in Consumer Behaviour, an MSc. International Business Management, a BSc. (Hons) Applied Accounting, and an LLB (Hons) Business Law. Moreover, she is a Chartered Manager (CMI), a Principal Fellow of Advance HE and was awarded a National Teaching Fellowship from Advance HE in 2022 for her work in promoting inclusiveness in higher education and empowering females into the finance profession. She is also a Global Council Member of ACCA where she provides governance and oversight of the strategy implementation process. She has served on Council's Regulatory Board and International Assembly, currently serves on the Remuneration Committee and

also sits on ACCA's Global Forum for Education where she advises on the future of educational delivery and assessment. Prior to joining Arden, she was leading the subject areas of Accounting and Finance, Business Analytics and Digital Marketing, as well as several global partnerships, at the University of West London

Introduction to the Programme

Welcome to the MSc Accounting and Finance (Top-Up) programme. This handbook provides you with information about the structure of your programme.

The programme is made up of the core module listed in the table below. An outline of the content of the module and the assessment methods used can be found in the Module Descriptor section of iLearn.

MSc Accounting and Finance (Top-Up) Module

Module Code	Module Title	Credits	Module Type (Core/Option)
FIN7008	Financial Management Project	60	Core

Pace of Study

Student Loans Company Funded Students

If you have been granted a postgraduate loan from the Student Loans Company, you must progress at an appropriate pace to complete within two years. Arden University is required to make annual reports to the Student Loans Company regarding your progress. If you fall behind, or if you decide you would prefer to study at a slower pace, you may transfer to the Flexible Distance Learning route (see below). However, if you transfer to the more flexible route, you will not be eligible for any continued loan payments from the Student Loans Company.

Flexible Distance Learning Students

If you have chosen the flexible distance learning route and have not received a postgraduate loan from the Student Loans Company, you have the flexibility to plan your own pace of study. Postgraduate degrees usually take around two to three years to complete depending on how many modules you study each year. In order to achieve this, it is recommended that you aim to complete at least 60 credits each year, equivalent to three 20-credit modules. You will have a maximum of five years to complete the programme (from the date you first started).

Full Time Distance Learning Students

If you are a full-time distance learning student, you will study at a prescribed pace to ensure that you complete on time. You will study two modules per quarter and will be working on your dissertation at the same time, with the final quarter to complete the dissertation, allowing you to complete the whole degree in 12 months.

Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website <http://arden.ac.uk/>

Programme Specification

1. Programme Code						
2. Programme Title	MSc Accounting and Finance [Top-up]					
3. Target Award Title	MSc					
4. Exit Award Title(s)	NA					
5. Subject area	Business					
6. School	Management and Executive Education					
7. Programme Team Leader(s)	Ross Thompson					
8. Programme Type	Specialist					
9. Delivery Model	DL F/T	x	BL F/T	X	Apprenticeship	
	DL P/T	x	BL P/T	X	Other	x
Where delivery model identified as 'Other' please provide details	NA					
10. Location of delivery	All centres, DL					
11. Proposed Start date	September 2021					
12. Reference points	QAA benchmarks for Masters' Degrees (N100) in Business and Management (2019); the QAA Quality Code (2018).					
13. Professional, Statutory & Regulatory Bodies (PSRB)	NA but see S14 below					

14. Programme aims
<p>The overall purpose of the programme is utilise existing student knowledge of and competence with established principles of accounting and finance (evidenced via full membership of an acceptable accounting PSRB). Students are required to build upon this knowledge and competence to progress a research project that focuses upon new developments in accounting and finance domain. The specific aims are:</p> <ol style="list-style-type: none"> 1. Evaluate the impact of new technologies, practices and theory in the accounting and finance field 2. Develop skills in data analysis, diagnostics and research 3. Evaluate the challenges presented by new developments in accounting and finance theory and practice

15. Programme Entry Requirements

Standard entry: entry is restricted to fully qualified members of the Association of Chartered Certified Accounts (ACCA), Chartered Institute of Management Accountants (CIMA) and Institute of Chartered Accounts of England and Wales (ICAEW) (applicants must be fully qualified members of the recognised accounting/finance body, i.e., they must have completed all the units of assessment and have the requisite work experience).

Candidates should have achieved qualified status within ten years of the point of application to be eligible for this programme.

AU will reserve the right to check transcripts and ensure appropriate currency and validity is in evidence.

Fully qualified accountants from other accounting bodies might also be admitted in line with Arden University's ACL policy.

16. Graduate Attributes

The concept of the Arden University Graduate based upon the definition of "graduate attribute" by Bowden et al (2000) has been developed around 6 attributes:

- 01 Discipline Expertise
- 02 Effective Communication
- 03 Responsible Global Citizenship
- 04 Professional Skills
- 05 Reflective Practitioner
- 06 Lifelong Learning

The Means by which Graduate Attributes are Achieved and Demonstrated

1 - Professional Skills: achieved and demonstrated through:

- Development of proficiencies with proprietary software
- Reflecting upon own practice and work product outputs via exercises
- Critiquing own outputs and assessments
- Evaluating digital marketing solutions including software applications
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2 – Reflective Practitioner: achieved and demonstrated through:

- Reflecting upon exercises and tasks
- Reflecting upon software applications and appraisals

3 – Responsible Global Citizen: achieved and demonstrated through:

- Identifying digital marketing regulatory and ethical issues
- Reflecting upon "best practice" approaches regarding digital marketing decision-making and strategies
- Exploring international case studies

4 – Lifelong Learning: achieved and demonstrated through:

- Developing a foundational knowledge of proprietary software, digital marketing technologies and analytical techniques
- Developing self- awareness and marketing skills

5 – Effective Communication: achieved and demonstrated through:

- Participation in team based simulation exercises and tasks
- Online collaborative exercises and presentations
- Development of digital marketing proposals

6 - Discipline Expertise: achieved through and demonstrated through:

- Awareness of software, analytical and technological solutions relevant to digital marketing
- Gathering, sharing and consolidating relevant theory via self-study, peer to peer exchanges and discussions, and practical applications
- Adopting a research informed approach to learning, assessments and individual and collaborative exercises

17. Learning, teaching and assessment methods and strategies

The programme uses an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: specialist software, discussion fora, social media channels, collaborative tools, webinars and e-presentation software. Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus via the use of contemporary case studies, analytical techniques and industry data sets. Teaching is largely student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, data analyses and case materials and act on tutor feedback as they develop their strategic and analytical skills.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, financial statements and data sets, devise solutions to "real world" problems, exchange peer to peer feedback and reflect upon their own work experiences (where applicable).

Assessment

The assessment strategy centres on a strong alignment with real world strategic accounting and finance situations and embraces the following assessment models: negotiated assessment, a business pitch, a personal development plan (PDP) and a project. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and demonstrate the high levels of critical, strategic and diagnostic thinking required to meet the standards of a Level 7 business qualification.

The programme culminates in the submission of the independent study assessment (Financial Management Project) that builds upon content examined and skills developed in the taught module and requires students to produce an analytical report. Students are also expected to draw upon the work experience of accounting and finance and their knowledge and skills gained as a result of undertaking professional accounting qualifications.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Evaluate the impact of new technologies and theories on accounting and finance practices	Acquisition of knowledge and understanding through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity drawing upon a range of academic and professional body source materials; students thus have multiple opportunity to gather knowledge and gain understandings of core concepts (LO1, 3, 4; GA1)	Formative Feedback – informal Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities. Tutor feedback will be provided by the module leader and the project supervisor. (LO1-4; GA1, GA3, GA6)
2. Develop skills in data analysis, diagnostics and digital literacy		
3. Assess the challenges presented by new developments in the accounting and finance field		
4. Develop research and project working skills		
GA1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.	Throughout the programme, the learner is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to “directed study” and learning (LO1, 2, 3, 4; GA6) Discussion in class and online forums where students discuss and critically engage with themes emerging	The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the project, for example, examining ethical considerations, debating accounting conventions’ practicalities and critiquing established areas of theory and practice. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers (LO1, LO2, LO4; GA1, GA3, GA6) Formative opportunities – formal As well as the plentiful opportunities for informal
GA3 Responsible Global Citizenship Understand global issues and their place in a globalised economy, ethical decision-making		

and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.	from the materials they learn from. industry reports (LO1, 2, 4; GA1, GA3)	feedback, formative occasions will also be scheduled:
GA6 Lifelong Learning Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.	Practical and research skills are further developed and integrated through a series of in-class and online activities intended to test skills LO1, 2, 3, 4; GA1) Considering employability and career development options, strategies and challenges. As part of the Financial Management Project module, students will be required to draft a personal development plan (PDP) that draws upon their personal reflections of their study experience on the entire programme, peer and tutor feedback, a skills audit and personal SWOT analysis (LO3; GA3, GA6)	Students will be given opportunities to share draft sections of their project with their supervisor to garner feedback and guidance. . (LO1, 4; GA1, GA6) The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the project, for example, examining ethical considerations, debating accounting conventions' practicalities and critiquing research methods and approaches. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers (LO1, LO2, LO4; GA1, GA3, GA6) Summative Assessment The programme has just one module, the Financial Management Project. This is assessed by a project submission and a "pitch" defence. (LO 3, LO4; GA1) Personal Development Plans (PDPs). A PDP and personal SWOT analysis is required to be submitted as an appendix to the project. (LO1 – 4; GA3, GA6)

19. Summary of modules and mapped programme learning outcomes (note as a Tu not all GAs covered)

Level	Module title	Module type <i>Compulsory (C) or Optional (O)</i>	Identified pinned modules and notional running order	LO 1	LO 2	LO 3	LO 4	GA1	GA3	GA6
7	Financial Management Project (60)	C	Pinned – 2	X	X	X	X	X	X	X

Summative assessment methods

Level	Module title (credits)	Summative Assessment	Number of words/duration
7	Financial Management Project (60)	1 – Project (Negotiated) (80%) 2 – Pitch (20%)	15000 20 minutes inc. questions

