



MSc Accounting and Finance

Programme Handbook

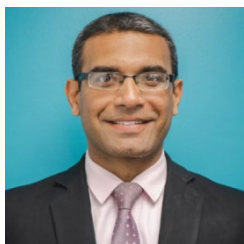
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Welcome from the Provost

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 programme. This handbook provides you with information about the structure of your programme.

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

MSc Accounting and Finance Modules

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS7001	Managing Within a Competitive Environment	20	Core
FIN7003	Analysing Business and Financial Performance	20	Core
FIN7004	Analysing Financial Statements	20	Core
FIN7005	Accountability, Governance and Assurance	20	Core
FIN7006	Global Issues in Taxation	20	Core
FIN7007	Managing Strategic Finance and Risk	20	Core
FIN7008	Financial Management Project	60	Core

Please note that modules may not be delivered in this order; please refer to your course timetable.

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					
3. Target Award Title	MSc, Postgraduate Diploma, Postgraduate Certificate					
4. Exit Award Title(s)	Postgraduate Diploma in Accounting and Finance, Postgraduate Certificate in Accounting and Finance					
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	Standalone module study.					
10. Location of delivery	All centres, DL					
11. Proposed Start date	September 2021					
12. Reference points	<p>QAA benchmarks for Masters' Degrees (N100) in Business and Management (2019); the Masters' Degrees General Characteristics (Sept 2019).</p> <p>FHEQ, L7.</p> <p>Quality Code 2018 (QAA).</p>					
13. Professional, Statutory & Regulatory Bodies (PSRB)	N/A					

14. Programme aims

The overall purpose of the programme is to deliver a thorough grounding in the applied principles of accounting and finance. This will be achieved by exploring established theory and practice together with emerging new developments. Students will be expected to explore the technical aspects of accounting practice including conventions, standards and procedures; they will be invited to evaluate these practices by considering influences such as ethics, context, validity and reliability. Finally, they will be required to evaluate new developments in accounting and finance theory and practice. The specific aims are:

1. Critically apply accounting and finance theories and principles in a variety of international strategic and operational business environments.
2. Develop skills in financial data analysis, diagnostics and research.

3. Evaluate relevant accounting and finance theories, principles, and practices.
4. Evaluate new developments in accounting and finance theory and practice

15. Programme Entry Requirements

To be eligible for our MSc Accounting and Finance degree applicants must have:

- Passed an UG degree or equivalent (ideally in a Business-related discipline with some knowledge of Accounting and Finance) at 2.2 or above
- Passed level 6 degree apprenticeship (ideally in Business with some knowledge of Accounting and Finance)

For applicants holding professional qualifications, the following entry criteria would apply:

- Completed ACCA F1-F9 papers OR
- CIMA Certificate, Operational and Management Level Papers OR
- Institute of Financial Accountants (IFA) Fellowship OR
- ICAEW Certificate and Professional Level Papers OR
- AAT Full membership
- Other full membership of relevant professional qualifications like CIM, CMI.

In addition, the proposed non-standard entry criteria will be as follows:

- We will consider an application from applicants if they can demonstrate appropriate work experience.
- At least 5 years work experience is required for consideration, in a role where applicants are able to demonstrate transferable skills – ideally within the Accounting and Finance role.
- Membership of a professional body will be desirable
- For students whose English is not their first language, IELTS 6.5 (no less than 6.0 in any element); or TOEFL iBT 80; or equivalent

AU will not impose a minimum age requirement on professional qualifications and units achieved by applicants. AU will however reserve the right to check transcripts and ensure appropriate currency and validity is in evidence.

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 - Discipline Expertise: achieved through and demonstrated through:

- Gathering, sharing and consolidating relevant theory via self-study, peer to peer exchanges and discussions, tutor feedback, independent study and practical applications

<ul style="list-style-type: none"> • Drafting, constructing and commenting upon financial practices and protocols • Adopting a research informed approach to learning, assessments and individual and collaborative exercises • <p>2 - Effective Communication: achieved and demonstrated through:</p> <ul style="list-style-type: none"> • Participation in team-based activities and tasks • Online collaborative exercises and presentations • Collaborative case study analyses <p>3 Responsible Global Citizen: achieved and demonstrated through:</p> <ul style="list-style-type: none"> • Identifying regulatory and ethical issues applicable to accounting and finance • Reflecting upon “best practice” approaches and strategies • Evaluating accepted financial practice, statements and protocols • Exploring international case studies • <p>4 Professional Skills: achieved and demonstrated through:</p> <ul style="list-style-type: none"> • Drafting, constructing and commenting upon financial practices and protocols • Reflecting upon own practice and “work product” outputs via activities and exercises • Critiquing own outputs and assessments • Diagnosing problems within the accounting and finance arena and recommending solutions <p>5 – Reflective Practitioner: achieved and demonstrated through:</p> <ul style="list-style-type: none"> • Reflecting upon exercises and tasks • Reflecting upon software applications and appraisals • Formulating PDPs and personal SWOT analyses <p>6 – Lifelong Learning: achieved and demonstrated through:</p> <ul style="list-style-type: none"> • Developing a foundational knowledge of new developments in financial management practice • Developing a personal development plan (PDP)s 	<p>17. Learning, teaching and assessment methods and strategies</p> <p>The programme uses an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.</p> <p><u>Learning and Teaching</u></p> <p>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, financial and analytical skills.</p> <p>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).</p> <p><u>Assessment</u></p> <p>The assessment strategy centres on a strong alignment with real world strategic accounting and</p>
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finance situations and embraces a range of assessment models including work related products, presentations, negotiated assessments and report writing. 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 accounting and finance qualification.

The programme culminates in the submission of the independent study assessment (Financial Management Report) that builds upon content examined and skills developed in the taught modules and requires students to produce an analytical report.

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:		
LO1. Evaluate accounting and finance concepts and practices (MSc, PgDip, PG Cert.)	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, 2, 9; GA1). 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, LO2, LO3, LO4, LO 5, LO6, LO 7, LO8; GA5).	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, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities (LO1-9; GA 1 – 6.) Formative opportunities – formal As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled: Students will be given opportunities to share draft sections of assessments with tutors and peers to garner feedback and guidance. This feedback can then be fast forwarded towards the summative assessments. They may also
LO2. Develop an understanding of analytical techniques (MSc, PgDip, PG Cert.)		
LO3. Evaluate strategic management concepts and techniques (MSc, PgDip.)		
LO4. Evaluate, interrogate and analyse various financially based data sets (MSc, PgDip, PG Cert.)		
LO5. Draft financial statements and reports in line with international accounting standards and conventions (MSc, PgDip, PG Cert.)		
LO6. Assess the financial performance of businesses in a range of different contexts (MSc, PgDip)		
LO7. Devise solutions to financially and strategically focused business situations across a range of contexts (MSc, PgDip)		

LO8 Assess the challenges presented by new developments in the accounting and finance field (MSc)	Discussion of real-world cases and problems to explore ethical and regulatory issues together with strategic challenges (LO2, LO3, LO6, LO7, LO9; GA2, GA4).	be able to draft plans for assessment items and receive tutor and peer feedback in a similar manner (LO1, LO3, LO4, LO6, LO 9; GA1, GA2, GA4).
LO9. Evaluate ethical and regulatory challenges and issues in financial management MSc, PgDip, PG Cert.)		
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. (MSc, PgDip, PG Cert.)	Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials and resources (LO1, LO2, LO3, LO4, LO5, LO6, LO9; GA1).	The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, 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, LO3, LO5, LO6, LO9; GA1, GA2, GA4, GA5).
GA2 Effective Communication Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate. MSc, PgDip, PG Cert.)		
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. (MSc, PgDip))	Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include: business problems, case studies, financial statements, datasets and industry reports (LO1, LO2, LO4, LO6, LO7, LO8, LO9; GA1, GA2).	Students will have access to academic staff in all the modules studied. These staff include subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both areas (academic content and study support) including online lectures, webinars and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s) (LO1- 9; GA1-6).
GA4 Professional Skills Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and		
	Synchronous seminars facilitated where theory and practice are integrated. This strategy enables students to engage with a variety of learning tools, case materials, datasets, financial information and analytical software that best meet learning styles, overall objectives and personal circumstances (LO1, LO2, LO3, LO4, LO6, LO7, LO8; GA2, GA5).	

<p>presentation. Be flexible and adaptable to changes within the professional environment. (MSc, PgDip, PG Cert.)</p>	<p>Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting financial statements and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments (LO2,LO4,LO 6, LO7, LO9; GA3, GA4, GA5).</p>	<p>A central feature of the summative assessment diet is the provision of time constrained assessments (TCAs). These assessments, it is argued, offer an opportunity for students to showcase their knowledge, understanding and critical thinking skills in a time constrained environment; this assessment method corresponds directly to working in a finance and accounting environment where staff are often required to produce work of a high standard but in a limited time frame. Students will have opportunities to practice “mock” style TCA questions and receive tutor feedback before the summative events (LO1, LO2, LO3, LO4, LO5, LO6,LO 7; GA1, GA2, GA4).</p> <p>Summative Assessment</p> <p>The summative assessment diet is similarly broad and is designed to challenge and assess students in a variety of capacities. The range of assessment includes:</p> <p>TCAs (see above) (LO1, LO2, LO3, LO4, LO5, LO6, LO7; GA1, GA, GA4).</p> <p>“Negotiated assessments” that allow students to select (with tutor guidance and permission) suitable assessment questions that met the LOs. Negotiated assessment is in the Financial Management Project module (students must select a suitable project</p>
<p>GA5 Reflective Practitioner</p> <p>Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions. (MSc, PgDip)</p>		
<p>GA6 Lifelong Learning</p> <p>Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace. (MSc)</p>		

	<p>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 (LO9; GA3, GA5, GA6).</p>	<p>topic/question and negotiate its legitimacy with the tutor prior to approval and commencement). (LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO9; GA1, GA2, GA3).</p> <p>Group assessment that promotes team working and leadership skills, both important attributes in the accounting and finance domain (LO1, LO3, LO8, LO9; GA, GA4, GA5).</p> <p>Work based product assessment where students are requested to produce an artefact that simultaneously meets the level of academic rigour required at L7 and also the requirements of a specific business activity or task. A work-based assessment is contained in the Analysing Financial Statements module. (LO1, LO2, LO4, LO5, LO6, LO7; GA1, GA2, GA4).</p> <p>Individual assessments and reports (LO1, LO2, LO3, LO4, LO6, LO7; GA1, GA2, GA4)</p> <p>Personal Development Plans (PDPs). A PDP and personal SWOT analysis is required to be submitted as an appendix to the project (LO1 – 9; GA4, GA5, GA6).</p> <p>Presentations (individual and group). These assessments are designed to develop communication, presentation and argumentation skills (LO3, LO 5, LO6, LO8; GA2,</p>
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19. Summary of modules and mapped programme learning outcomes

Level	Module title (credits)	Module type <i>Compulsory (C) or Optional (O)</i>	Identified pinned modules and notional running order	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO9	GA1	GA2	GA3	GA4	GA5	GA6
7	Managing Within a Competitive Environment (20)	C	Pinned - 1			X	X		X		X	X	X	X				
7	Analysing Business and Financial Performance (20)	C	Pinned - 2		X		X	X	X	X							X	
7	Analysing Financial Statements (20)	C	3	X	X			X	X	X		X		X		X	X	
7	Accountability, Governance and Assurance (20)	C	4	X	X	X	X					X				X		
7	Global Issues in Taxation (20)	C	5	X	X		X	X		X	X				X			

7	Managing Strategic Finance and Risk (20)	C	6		X	X	X	X		X	X		X	X				
7	Financial Management Project (60)	C	7	X	X	X	X	X	X	X	X	X	X		X			X

Summative assessment methods

Level	Module title (credits)	Summative Assessment	Number of words/duration
7	Managing Within a Competitive Environment (20)	1 – Individual presentation (40%)	2000
		2 – Individual report (60%)	3000
7	Analysing Business and Financial Performance (20)	1 – Individual assignment (50%)	2500
		2 – TCA (50%)	2500
7	Analysing Financial Statements (20)	1 – Work product (individual assignment) (50%)	2500
		2 – TCA based on case study (50%)	2500
7	Accountability, Governance and Assurance (20)	1 - Group presentation assessment (50%)	2500

		2 – TCA (50%)	2500
7	Global Issues in Taxation (20)	1 – Individual assignment based on a comparative case study	5000
7	Managing Strategic Finance and Risk (20)	1 - TCA	5000
7	Financial Management Project (60)	1 – Project inc. PDP (negotiated assessment) (80%) 2 – Project pitch (20%)	15000 20 minutes

