



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 13/11/20 Last amended: 18/03/2026

Version no. 2

1. Programme title(s) and code(s):

BSc Accounting
 BSc Accounting with a Year Abroad ^
 BSc Accounting with a Year in Industry ^
 HE Diploma in Accounting*
 HE Certificate in Accounting*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

^ Students may only enter this programme by approved transfer at the end of Year 2

a) HECOS Code

| HECOS Code | % |
|------------|----|
| 100104 | 85 |
| 100107 | 15 |

b) UCAS Code (where required)

N400

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc Accounting

The normal period of registration is 3 years

The maximum period of registration 5 years

BSc Accounting with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

BSc Accounting with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Overview:

Three A levels normally considered as a minimum.

Two AS levels or vocational AS levels will be considered in place of an A level. General Studies and Critical Thinking not accepted.

Detail:

| | |
|------------------------------|---|
| A/AS Levels: | ABB at A Level (320 points) or equivalent Including: GCSE Maths at grade B or grade 5, and GCSE English Language at grade C or grade 4 |
| BTEC Nationals | Full Diploma with DDD |
| European Baccalaureate: | Pass Diploma with 77% overall. |
| International Baccalaureate: | Pass Diploma with 32 points |

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

6. Accreditation of Prior Learning

APL will not be accepted for exemptions from individual modules.

Applicants who have successfully completed a first year on an equivalent programme at another institution may be considered for direct entry to year 2.

7. Programme aims

The BSc in Accounting aims to give students a solid academic foundation in accounting, together with the core technical knowledge, application and analysis skills required in practice, and a sound understanding in key fundamental concepts required in the accounting profession from other related relevant fields.

Competence in these skills is especially important in order that students can gain the professional accountancy body exemptions, and learn how to be resilient and adaptive to technical and organisational change. The degree is employability focused and will significantly increase students' employability skills.

The programme is structured in such a way that students acquire a solid foundation in both accounting and finance in their first year, but specialise in more advanced accounting topics in their second and final year of study.

In summary, the programme aims to:

1. Demonstrate a detailed knowledge and critical understanding of the principal ideas, concepts, models, principles and practices underpinning accounting.
2. Apply technical accounting skills and contemporary theories to a wide range of operational environments and research problems.
3. Collate, analyse, select and communicate data utilising media, formats and language appropriate for a variety of audiences.
4. Demonstrate the skills required to be a confident learner, with the ability to work both independently and collaboratively
5. Apply knowledge of ethics, responsibility and sustainability to corporate, regional, local, national and global accounting.
6. Understand how to seek out solutions to unfamiliar problems.
7. Critically evaluate arguments and evidence considering context and having an awareness of alternative viewpoints.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- Professional accountancy body requirements for exemptions
- CFA requirements for affiliation of programmes

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). **To ensure students meet the programme specific learning outcomes, the following competencies are mapped to the programme learning outcomes as described in 7.**

a) Discipline specific knowledge and competencies

i) Competence in an appropriate body of knowledge

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|---|
| <p>Students should be able to:</p> <p>Advise on key aspects of Finance, Management, Law, Economics (macro and micro), Study skills and business analytics skills by the end of their first year studies</p> <p>Core modules:</p> <p>AF1019, AF1025, AF1022, AF1017, AF1014, and AF1023</p> | <p>Primary means of delivery: Lectures, seminars, computer workshops, guided independent learning, formative feedback and blackboard support.</p> <p>Seminars vary in format and style: e.g. problem solving or discussion of case studies.</p> <p>Computer workshops provide hands-on experience solving problems using software packages and/or programming languages.</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Demonstrated by passing examinations, coursework assignments, oral presentations, group work, and a dissertation.</p> <p>Coursework varies in format: essay assignments, case studies, practical application of subject content, and/or exercises (where appropriate).</p> <p>Students are exposed to a variety of assessment techniques to demonstrate their technical knowledge.</p> |
| <p>Identify key accounting principles in: Financial accounting (FA), Management accounting (MA), Audit and assurance (AUD), Financial Management (FM) Taxation (TX)</p> | <p>Guided independent learning provides reading lists and detailed guidance to learning resources.</p> | | <p>However, a significant component of the accredited modules is represented by examinations, in</p> |

| | |
|--|--|
| <p>FA: AF1016, AF2115/AF2116 and AF3142 MA: AF1018 and AF2138 AUD: AF2084 and AF3030 FM: AF2006 TX: AF2082 (AF2085, AF3148 optional)</p> | |
| <p>Identify accounting principles in specialised areas of the field: Corporate governance Public sector and non-profit organisations</p> <p>Optional modules: AF2136, AF3014, AF3006</p> | |
| | |

The first year provides a solid grounding in the key pillars of any business management degree

The second and final year provide modules specialising in the field of accountancy, building on previously acquired knowledge, and developing increasingly advanced knowledge on key practical areas.

compliance with the requirements of professional accounting bodies.

ii) Understanding and application of key concepts and techniques

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|---|
| <p>Students should be able to:</p> <p>Use appropriately the key principles underlying the fundamental accounting subjects (FA, MA, FM, TX, Auditing and Law)</p> | <p>Lectures, seminars, computer workshops, guided independent learning, formative assessments across the programme</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Through examinations, role play/case study questions in coursework and assignments, but also in oral presentations, article reports and seminar discussions.</p> <p>Students are exposed to a variety of assessment techniques to demonstrate their critical understanding of the subject.</p> |
| <p>Apply basic economics, mathematical and statistical techniques to finance related subjects.</p> | | | |
| <p>Interpret the impact of technological change in the accounting profession and use appropriate technologies</p> | | | |
| <p>Apply variety of different accounting practices in a variety of different sectors.</p> | | | |
| <p>Apply theory and concepts in a real world work-place setting.</p> | <p>Year in Industry only</p> | | <p>Reflective log/skills audit, formative feedback from employer, final report and presentation.</p> |

iii) Critical analysis of key issues

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|---|---|---|
| <p>Students should be able to:</p> <p>Critically analyse and assess contemporary issues in accounting (theory and practice):</p> <ul style="list-style-type: none"> - financial statements - accounting regulation - technological changes | <p>Principally seminars and formative assessments, but also lectures and in, guided independent learning,</p> <p>Core and option modules across the programme, and throughout all years, develop critical analytical skills as part of on-going professional development.</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Engagement with debates within seminars and lectures.</p> <p>In summative assessments: Examinations and coursework (reflective essay assignments and case studies), Dissertation</p> |
| <p>Critically analyse ethical and auditing issues and other aspects of accountability and accountancy practice.</p> | <p>In particular the following modules: AF2136, AF3142, AF3007 and AF3018</p> | | |
| <p>Critique regulations for corporate governance and theoretical aspects of accountancy</p> | | | |

iv) Clear and concise presentation of material

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|--|
| <p>Students should be able to:</p> <p>Explain issues and arguments related to accountancy using a variety of written and oral formats.</p> | <p>Modelled in lectures, seminars, formative and summative feedback, and directed reading throughout the course.</p> <p>The intensity of problem solving and practical application of content</p> | <p>Examinations, projects, problem classes, formative and summative coursework.</p> <p>self-directed private study, seminar exercises, and independent research</p> | <p>Assessed through a range of written reports and student presentations, coursework, group work, and in the final year dissertation</p> |
| <p>Produce clear and concise reports with</p> | | | |

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|---|--|--|--|
| an analysis of arguments, issues and results. | increases over the degree programme to ensure these skills are continuously developed, retained and operationalised. | | |
| Organise and structure material to the standards required by professional bodies and academia | | | |

v) Critical appraisal of evidence with appropriate insight

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|--|---|
| <p>Students should be able to:</p> <p>Critically appraise relevant accounting research, accounting texts and other sources of materials (both theoretical and empirical) Evaluate results from quantitative accounting analysis.</p> | Modelled in lectures and seminars; developed in formative and summative feedback, and directed reading throughout the course. | self-directed private study, seminar exercises, and independent research. Examinations, projects, problem classes, formative and summative coursework | Examinations, essays, exercises, presentations and the final year dissertation. |

vi) Other discipline specific competencies

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|---|--|--|
| <p>Students should be able to:</p> <p>Use SAGE Business Clouds computerised accounting software</p> | Taught through the certified SAGE course built into AF2005 | self-directed private study, seminar exercises, and independent research. Examinations, projects, problem classes, formative and summative coursework | SAGE certification. |
| Successfully apply for exemptions from the professional accountancy body examinations | Lectures and seminars geared to content and assessment requirements of professional accountancy bodies in | | Achievement of exemptions post-graduation, when employed |

| | | |
|--|---|--|
| | specifically designed, accredited and monitored modules | |
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b) Transferable Skills

i) Oral communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|--|
| Students should be able to: Explain clearly the content and visuals in an oral presentation. | Seminars, group-solving exercises, case studies, guided reading across all years of study | self-directed private study, seminar exercises, and independent research. | Formative assessment by contribution to seminars and group work, oral presentations. |
| Present concepts, arguments and analysis of key issues in accountancy, and respond effectively to questions | Covered, for example, in AF2005 (Professional skills development) which includes the Leicester Award and Leicester Gold Award provision, and AF3018. | Examinations, projects, problem classes, formative and summative coursework | Summative assessment in AF2005 |
| Participate effectively in group discussions with other students and tutors. | | | |
| Apply oral communication skills within the work environment (Year in Industry only). | Within work based placement | | Discussions with and presentations to managers and colleagues in the workplace – employer feedback. Final presentation for University |

ii) Written communication

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|---|---|--|
| <p>Students should be able to:</p> <p>Write in a manner appropriate for the audience concerned, with suitable use of language and evidence.</p> | <p>Taught through Year 1 SEM 1 EC1016 Study Skills and Quantitative Methods</p> <p>Modelled in lectures, seminars, through reading independent research, and developed through formative and summative feedback</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Written responses in examinations, essays (especially role play/case study assignments) and dissertation.</p> |
| <p>Choose and apply appropriate writing skills within the work environment and in report writing (Year in Industry only).</p> | <p>Within work based placement</p> | | <p>Reflective log, final report, employer feedback</p> |

iii) Information technology

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|---|---|
| <p>Students should be able to:</p> <p>Use Microsoft Office competently to prepare written work, access appropriate information from the internet and create presentations and spreadsheets for data and analysis.</p> | <p>Taught in computer workshops, practical classes and SAGE course.</p> <p>Developed through independent research and practice</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Assessed in oral presentations, all types of coursework, the final year dissertation and SAGE certification.</p> |
| <p>Source, analyse and present materials clearly and effectively using specialist IT packages, including (but not limited to)</p> | | | |

| | | | |
|---|--|--|---|
| databases, online learning platforms, search engines, accounting software, programming languages etc. | | | |
| Apply information technology skills within the work environment (year in Industry only) | Developed through work based placement and student portfolio | | Reflective log, skills audit, employer feedback and final report/presentation |

iv) Numeracy

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|--|---|
| Students should be able to: Employ general numerical, mathematical and statistical skills. | AF1014 Study Skills and Quantitative Methods, Taught in lectures, seminars, practical classes, group work, independent research. | self-directed private study, seminar exercises, and independent research. Examinations, projects, problem classes, formative and summative coursework | Examinations, coursework, problem solving exercises, dissertation. |
| Construct, analyse and interpret quantitative data including financial statements | Supported through additional maths sessions for first-year students who do not have A level maths or equivalent | | |
| Apply numeracy skills within the work environment (Year in Industry only) | Work based placement | | Reflective log, skills audit, employer feedback and final report/presentation |

Team working

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|-----------------------------------|
| Students should be able to: Work collaboratively, effectively, and responsibly in groups. | Developed in seminars, through group problem-solving exercises and analysis of case studies. | self-directed private study, seminar exercises, and independent research. | Assessed group-based assignments. |

| | | | |
|---|----------------------|---|---|
| Apply team working skills within the work environment | Work based placement | Examinations, projects, problem classes, formative and summative coursework | Reflective log, skills audit, employer feedback and final report/presentation |
|---|----------------------|---|---|

v) Problem solving

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|---|---|--|
| <p>Students should be able to:</p> <p>Identify and locate relevant data and source material to solve problems.</p> <p>Use material to address problems and formulate solutions</p> | <p>Taught in lectures, computer workshops.</p> <p>Developed through independent research, formative and summative feedback</p> <p>Supported through additional Maths sessions</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Examinations, coursework, dissertation.</p> |
| <p>Apply problem solving skills within the work environment</p> | <p>Work based placement</p> | | <p>Reflective log, skills audit, employer feedback and final report/presentation</p> |

vi) Information handling

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|---|--|---|---|
| <p>Students should be able to:</p> <p>Find and use appropriate information from a variety of sources.</p> <p>Utilise relevant data, report on findings, analyse complex ideas and knowledge.</p> | <p>Introduced in lectures and seminars.</p> <p>Developed in independent research, and from formative and summative feedback.</p> | <p>self-directed private study, seminar exercises, and independent research.</p> <p>Examinations, projects, problem classes, formative and summative coursework</p> | <p>Assessed through problem-solving, comparison and evaluation in examinations, coursework, dissertation.</p> |

| | | |
|---|----------------------|---|
| Apply information handling skills within the working environment. | Work based placement | Reflective log, skills audit, employer feedback and final report/presentation |
|---|----------------------|---|

viii) Skills for lifelong learning

| Intended learning Outcome | Teaching methods | Learning Activities | Assessment Type |
|--|--|---|---|
| Students should be able to: Apply independent thinking during taught sessions and in the preparation and production of assessed work. | Introduced and taught in: Year 1 SEM1 AF1014 Study Skills and Quantitative Methods Year 2: AF005 Professional skills development SAGE certification | Personal Tutor system, and self-reflection on essay assignment feedback. self-directed private study, seminar exercises, and independent research. | Assessed through Research Methods module and especially in Year 3 assessments which depend upon the application of principles and knowledge learned in Years 1 and 2. |
| Apply a practical understanding of appropriate technologies in novel situations. | Year 3: AF3018 Dissertation | Examinations, projects, problem classes, formative and summative coursework | Examinations, coursework and final year dissertation. |
| Manage their time effectively and adhere to deadlines. | All years: Developed through lecture and seminar debates, during computer workshops and problem-solving classes. | | Record of meeting deadlines for assignment submissions. |
| Adapt and combine new knowledge and techniques with prior understanding. | Learned from independent research, formative and summative feedback | | |
| Apply a variety of employability and transferable skills within the work environment e.g. time management, adaption to a different cultural environment, receptivity to new learning, professional behaviour. | Work based placement | | Reflective log, skills audit, employer feedback and final report/presentation |

Think reflectively about personal and professional development.



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10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

For students who meet all of the University's Senate progression and awarding regulations, but fail to meet all of the requirements for accreditation purposes, they:

- will still progress for degree purposes, however
- will not be awarded the relevant exemption from the appropriate professional accountancy body examination.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.

Year in Industry variant:

Students may only enter this variant at the end of their second year, having sourced an approved Year in Industry Placement and are able to meet the Scheme of Progression from year 2 to 3.

Students must achieve a credit-weighted average of more than 40% in discipline specific modules and maintain an academic profile that aligns with the requirements of the secured placement opportunity

The academic profiles of all students who have obtained placements will be reviewed to confirm their readiness and ability to succeed during the placement period.

See also the [additional programme specification content for Year in Industry programmes](#)

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

At the end of the common first year, students may transfer between the three programmes offered.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

There are many BSc Accounting degree programmes in the UK.

However, our programme has some very strong special features as follows:

- Common first year across our BSc Accounting, BSc Accounting and Finance and BSc Finance degrees with specialism in advanced accounting topics in year 2 and the final year.
- The common year allows students to join the ULSB Accounting and Finance community even if they are not 100% sure of their degree choice on entry. They then have the flexibility to choose the route that best suits their interests once they have settled in and know more about the subject matter in all three degrees.
- At the end of the first year there is an opportunity for students to change their degree choice to BSc Accounting and Finance or BSc Finance.
- Presence of dedicated modules covering academic and study skills, and professional skills. Specific transferable skills required in the accountancy profession are developed throughout the degree.
- Opportunity to gain a high number of exemptions from the main professional accountancy bodies (ACCA, CIMA, ICAEW and ICAS). The number of exemptions will increase from our current degree and we are also seeking accreditation from CIPFA. This reflects the strong emphasis within the program on the teaching of practical and vocational skills.
- Opportunity to have a Year in Industry or to study abroad in the third year. The Year in Industry variant of this programme is offered in accordance with the [University's standard specification for Year in Industry variants](#).
- For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.
- Several employability skills are developed throughout the B.Sc. Accounting programme. For example, technology skills are embedded in the degree and there is an opportunity to learn computerised accounting skills (e.g. SAGE Business Clouds) and obtain SAGE certification (which is currently offered only in a few UK HE institutions). In addition, students gain hands-on experience using various technologies. This will significantly boost our students' employability prospects

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

| RiE Quadrant | Narrative |
|--|---|
| <p>Research-briefed</p> <p>Bringing staff research content into the curriculum.</p> | <p>The BSc Accounting programme provides a thorough grounding of the knowledge and skills required by accounting professionals. It provides students with the ability to think critically, problem solve and appraise potential solutions to real-world issues. It draws on global accounting standards and international expectations ensuring that the knowledge and skills acquired by graduates align with the expectations of the profession.</p> <p>Research-briefed – From the first week of the course students will be exposed to both research processes and outputs from members of the university's Accounting, Accountability and Corporate Reporting research group as well as third party researchers and members of the professional community.</p> |

| | |
|--|---|
| <p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p> | <p>Research-based – Taught sessions are based on real world situations and/or contemporary issues impacting corporate reporting and accounting. Teaching staff on the programme are engaged in research and professional activities which are integrated into the course content and teaching sessions.</p> |
| <p>Research-oriented</p> <p>Students critique published research content and process.</p> | <p>Research-oriented – students are required to critically evaluate both their own data and data provided by third parties including white papers and consultation drafts from the professional and regulatory bodies.</p> |
| <p>Research-apprenticed</p> <p>Experiencing the research process and methods; building new knowledge.</p> | <p>Research-apprenticed – training and practice will be provided for all students on writing for a variety of audiences, collaborative working, oral presentation skills and academic literacy.</p> <p>Students will be required to present findings from research and problem-based activities in a variety of formats for a variety of academic and business focused audiences.</p> |

b) As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Research seminars and workshops are timetabled on a weekly basis across the College of Business and are accessible to all students within the College. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on the processes underpinning research and associated funding and dissemination of work.

Within the Contemporary issues in accounting and finance (AF3007) module research is primarily drawn from publications associated with the research undertaken by individuals associated with the University of Leicester.

c) Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All module leaders and teaching focused staff and members of not only their subject specific research group but also the College's Academy of Education. The college academy of education runs regular sessions including external speakers and workshops for recognition of external

awards for teaching excellence. The Academy also facilitates a journal paper book group which provides an informal environment to discuss contemporary pedagogic issues related to Business education.

The academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

13. Indications of programme quality

- University Academic Review
- External examiners reports
- First Destination careers statistics
- Exemptions from professional exams (subject to satisfactory completion of certain core or optional modules):
 - Association of Chartered Certified Accountants (ACCA)
 - Chartered Institute of Management Accountants (CIMA)
 - Institute of Chartered Accountants in England and Wales (ICAEW)
 - Chartered Institute of Public Finance & Accountancy (CIPFA)

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Updates to the programme

| Academic year | Module | Change |
|---------------|--|--|
| 2027/28 | AF3007 Contemporary Issues in Accounting and Finance | Previously Contemporary Issues in Accounting |

BSc ACCOUNTING

Level 4/Year 1 2025/26

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 60 credits |
| Optional | n/a | n/a | n/a |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---------------------------------------|------------|
| Semester 1 | AF1014 | Study Skills and Quantitative Methods | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Semester 1 | AF1016 | Financial Accounting | 15 credits |
| Semester 1 | EC1017 | Economics for Accounting and Finance | 15 credits |
| Semester 1 | AF1025 | Management for Accounting and Finance | 15 credits |
| Semester 2 | AF1022 | Law and Ethics for Accounting and Finance | 15 credits |
| Semester 2 | AF1023 | Business Analytics | 15 credits |
| Semester 2 | AF1018 | Introduction to Management Accounting | 15 credits |
| Semester 2 | AF1019 | Introduction to Finance | 15 credits |

Notes

There are no option modules in Year 1.

Level 5/Year 2 2026/27

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 60 credits | 45 credits |
| Optional | n/a | n/a | 15 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---------------------------------|------------|
| Semester 1 | AF2005 | Professional Skills Development | 15 credits |
| Semester 1 | AF2006 | Financial Management | 15 credits |
| Semester 1 | AF2082 | Personal Taxation | 15 credits |

| Delivery period | Code | Title | Credits |
|-----------------|---|--|------------|
| Semester 1 | AF2138/AF2139 Click or tap here to enter text. | Intermediate Management Accounting | 15 credits |
| Semester 2 | AF2084 | Audit and Assurance | 15 credits |
| Semester 2 | AF2115/AF2116 | Financial Reporting | 15 credits |
| Semester 2 | AF2150 | Research Methods in Accounting and Finance | 15 credits |

Notes

N/A

Option modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|----------------------|------------|
| Semester 2 | AF2085 | Business Taxation | 15 credits |
| Semester 2 | AF2136 | Corporate Governance | 15 credits |

Notes

Students must pick one option module in Semester 2. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Level 6/Year 3 2027/28

Credit breakdown

| Status | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core | n/a | 45 credits | 30 credits |
| Optional | n/a | 15 credits | 30 credits |

120 credits in total

Core modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|---|------------|
| Semester 1 | AF3007 | Contemporary issues in Accounting and Finance | 15 credits |
| Semester 1 | AF3030 | Advanced Audit, Assurance and ethics | 15 credits |
| Semester 1 | AF3142 | Advanced Financial Reporting | 15 credits |
| Semester 2 | AF3018 | Accounting & Finance Project | 15 credits |
| Semester 2 | AF3139 | FinTech, AI and Blockchain | 15 credits |

Notes

N/A

Option modules

| Delivery period | Code | Title | Credits |
|-----------------|--------|-----------------------------------|------------|
| Semester 1 | AF3006 | Global Public Sector Accounting | 15 credits |
| Semester 1 | AF3135 | Advanced Management Accounting | 15 credits |
| Semester 1 | MK3001 | AI Systems Thinking and AI Agent | 15 credits |
| Semester 2 | AF3013 | Forensic Accounting | 15 credits |
| Semester 2 | AF3148 | Advanced Taxation | 15 credits |
| Semester 2 | MK3170 | The Business of the Space Economy | 15 credits |

Notes

Students must pick one option module in Semester 1, and two option modules in Semester 2. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

BSc ACCOUNTING WITH YEAR ABROAD

| | |
|--------------------|---|
| FIRST YEAR | AS ABOVE |
| SECOND YEAR | AS ABOVE |
| THIRD YEAR | AN APPROPRIATE NUMBER OF MODULES EQUIVALENT TO AT LEAST 120 LEICESTER CREDITS WILL BE SELECTED CHOSEN IN CONSULTATION WITH THE DEPARTMENTAL STUDY ABROAD COORDINATOR AMONG THOSE OFFERED BY THE PARTNER INSTITUTION |
| FOURTH YEAR | AS FOR YEAR THREE ABOVE |

BSc ACCOUNTING WITH YEAR IN INDUSTRY

| | |
|--------------------|--|
| FIRST YEAR | AS ABOVE |
| SECOND YEAR | AS ABOVE |
| THIRD YEAR | YEAR IN INDUSTRY (YII) OF APPROPRIATE STANDARD, SUPPORTED BY ACADEMIC YII TUTOR AND ULSB PROFESSIONAL SERVICES STAFF. YII TUTORS WILL PROVIDE SUPPORT REGARDING THE ACADEMIC ASSESSMENT ELEMENT OF THE YII VIA PLACEMENT VISITS AND ONLINE MENTORING. PROFESSIONAL SERVICES STAFF WILL PROVIDE PASTORAL SUPPORT TO STUDENTS, AND SUPPORT TO THE HOST ORGANISATIONS, WITH ONGOING COMMUNICATIONS AND POST PLACEMENT EVALUATION SEE ALSO THE additional programme specification content for Year in Industry programmes |
| FOURTH YEAR | AS FOR YEAR THREE ABOVE |

Appendix 2: Module specifications

See undergraduate [module specification database \[log-in required\]](#) (Note - modules are organized by year of delivery)