



BA(Hons) Accountancy

ACC6007

Investigative Study

MODULE GUIDE

2025/2026

Semester 2 & Cohort J



Level HE6

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1. Key Information

Module Tutor	Meksha Ragoo and all other supervisors
Module Tutor Email	M.ragoo@greatermanchester.ac.uk
Other Contact Methods	01204903671
Availability	Scheduled drop in hours available for support - on campus in Y1-10 or please email to arrange for a meeting
Weblink to Moodle Class	Course: Investigative Study UGM eLearning
Weblink to Module Specification	https://modules.bolton.ac.uk/ACC6007

2. Module Communications

The Module Tutor's contact details are provided above. You must check your **University of Greater Manchester email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However, responses will be longer in holiday periods.

3. Module Description

The module is designed to provide you with the opportunity to undertake a self-managed analytical piece of work which draws on theoretical models and perspectives studied in accountancy modules previously taken. The module provides you with the opportunity to demonstrate your ability to undertake independent research by undertaking a literature based academic investigation into an accountancy related issue. In terms of PDP, you will be expected to develop critical evaluation of your own learning and evaluation of achievement and planning for learning, personal and professional development.

The Investigative Study module is designed to engage students with a range of contemporary issues and practices in the field of accounting. Students are provided with topics covering current developments such as ethical dilemmas in auditing, sustainability reporting, the impact of digital technology on accounting, and tax practices. This ensures that their research is grounded in real-world relevance and aligned with the evolving demands of the profession.

The module is tailored to take into account the diverse nature of the student cohort, which includes individuals with varying academic and professional backgrounds. Students are given the flexibility to choose from a list of approved topics, allowing them to align their research with personal interests, career goals, and areas of academic strength. Additional academic support and one-to-one supervision are provided to meet different learning needs, especially for those who may be less familiar with independent research at undergraduate level.

In terms of coherence, the module builds directly upon earlier taught modules within the programme, such as Financial Reporting, taxation and management accounting. It provides students with an opportunity to apply theories, frameworks, and analytical tools introduced

in those modules, thereby reinforcing connections across the programme and encouraging integrated learning.

Finally, the module plays a key role in the consolidation of students' learning. It enables them to apply critical thinking, academic writing, and methodological skills in a sustained piece of independent research. Through this process, students not only deepen their understanding of a specialised area within accounting, but also enhance their ability to evaluate evidence, develop arguments, and present findings effectively—key capabilities for both further study and professional practice.

4. Learning and Teaching: Campus Plus

This module will be delivered using a blended learning approach. This module is designed to develop your ability to undertake independent research into an identified topic with **limited tutor guidance**. There will be a 1-hour introductory workshop at the beginning of the module in **Week 3** which will assist you with developing organisation and action planning skills. This will be followed by **three formal 30 minute supervisor meetings** at certain times during the semester, the module will be complimented with the use of the Moodle VLE site throughout the semester as well as **additional contact time with your supervisor that is made available outside of the formal sessions throughout the process**. Such support is provided in order to ensure students benefit from the maximum amount of support time available on the module. **You will be expected to demonstrate your autonomy by taking the initiative in seeking support and feedback.**

If you are unable to attend a scheduled meeting due to factors outside your control, you are expected to inform your tutor and re-arrange another meeting.

Please note that attendance is taken into account when making Assessment Board decisions.

5. Learning Outcomes and Assessments

Module Learning Outcomes	Assessment No. and Type
LO1: Through initiative and action planning complete a self-directed piece of work, including an extensive literature review and a critical evaluation of existing research relating to the allocated title, including a review and critical evaluation of the research methodologies adopted within the literature reviewed.	Assessment 2: IS report
LO2: Present, in report format, an effective discussion of relevant theory, construct an argument which draws on an evaluation of concepts presented in literature and develop appropriate conclusions and/or recommendations and thus exhibit the necessary organisation and planning to achieve such a task.	Assessment 2: IS report
LO3: Develop skills of communication and problem solving	Assessment 2: IS report
LO4: Devise and design a reflective personal development plan.	Assessment 1: Reflective report

6. Assessment Deadlines

	Assessment item	Due Date	Weight
1	Reflective Report: 500-1000 words	Week 13- 08 th May 2026 1pm	10%
2	Investigative Study Report- 4500	Week 13- 08 th May 2026 1pm	90%

7. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your work to be marked and feedback provided no more than 15 days** from the deadline date. However, please note that such feedback will be provisional and not agreed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

8. Module Calendar

Session No.	Date	Topics Covered	Planned Delivery Method(s)
1	Thursday 12 th February 2026	Briefing session	On teams
2-12	16 th February 2026-07 th May 2026	In between, independent research is expected and students need to book their three formal supervisor meetings and any other informal feedback sessions. Students will be expected to demonstrate their autonomy by taking the initiative in seeking support and feedback.	On campus/zoom
13	08 th May 2026	Final Submission on Turnitin by 1pm	

9. Continuous Assessment Strategy

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms **including** group work, feedback on draft submissions **and does not contribute to the final module mark.**

10. Indicative Reading – Essential and Recommended

Essential resources:

Omeihe, K.O. and Harrison, C. R. (2024) *Qualitative research methods for business students: a global approach*. Thousand Oaks: Sage.

Saunders, M.N.K., Thornhill, A. and Lewis, P. (2019) *Research Methods for Business Students*. 8th ed. Harlow: Pearson Education.

Bell, E., Harley, B. and Bryman, A. (2019) *Business research methods*. 5th ed. Oxford: Oxford University Press.

Recommended resources:

Easterby-Smith, M., Thorpe, R. and Jackson, P. (2018) *Management and Business Research*. 6th ed. London: SAGE.

Bell, J. and Waters, S. (2018) *Doing your research project: a guide for first-time researchers*. 7th ed. London: McGraw-Hill.

O'Leary, Z (2017) *The essential guide to doing your research project*. 3th ed. Los Angeles: SAGE.

Rich, M., Brown, A. and Banerjee, A. (2019) Addressing The Challenge of Building Research Capabilities in Business Management Undergraduate Students. *Electronic Journal of Business Research Methods*, 17(3), 130-142.

Tominc, P., Krajnc, M., Vivod, K., Lynn, M.L. and Frešer, B. (2018) Students' behavioral intentions regarding the future use of quantitative research methods. *Nase Gospodarstvo: NG*, 64(2), 25-33.

11. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count (excluding reference list/bibliography, figures, tables and appendices).
Where a word limit is specified, the following penalty systems applies:
 - Up to 10% over the specified word length = no penalty

- 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
 - More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will be capped at the pass mark for the assessment.
4. **At the end of the assessment you should include a declaration of any software tools including Generative AI (GAI) applications that you used in developing and completing the assessment. The assessment brief will specify if and how you can use GAI applications in the assessment.**
 5. All written work should be referenced using the standard University of Greater Manchester Harvard referencing style– see: <https://libguides.bolton.ac.uk/resources/referencing/>
 6. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
 7. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information, as well as for hidden text characters and GAI generated text. You will be able to see similarity matches but not currently flags for hidden characters and AI-generated text. The outcomes of Turnitin reports may be used as evidence in an academic misconduct investigation (see Section 14).

12 Late work

Late work will be subject to the following penalties:

- Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
- More than 7 calendar days late = This will be counted as non-submission and no marks will be recorded.

Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted unless an extension is approved. See below.

13 Extensions

In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be requested using the standard University Extension Request Form. For approval there would need to be an explanation and evidence of relevant circumstances.

Longer extensions for individual assessments, projects and artefacts may be granted, at the discretion of the Programme Leader.

Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Special Circumstances

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines for disability adjustments do not require the completion extension request paperwork. However, students should request these in writing in advance.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating and unauthorised use of GAI) amongst other offences.

In order to avoid these types of academic misconduct, you should **ensure that all your work is your own and that sources and software applications are attributed.** You can also check originality through *Turnitin*.

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<https://greatermanchester.ac.uk/student-policy-zone/student-policies-2025-26>

15. Assessments

You will be provided with the topics on which you can do your investigative study. This will be issued separately on the Moodle page.

16. General Assessment Criteria for Written Assessments

GENERAL ASSESSMENT GUIDELINES – LEVEL HE6

	Relevance Learning outcomes must be met for an overall pass	Knowledge and Understanding	Analysis, Creativity and Problem-Solving	Self-awareness and Reflection	Research/ Referencing	Written English	Presentation and Structure
Class I (Exceptional Quality) 85% - 100%	Work is directly relevant and expertly addresses the requirements of the brief. Learning outcomes are met.	Demonstrates an exceptional breadth and depth of knowledge and understanding of theory and practice beyond the threshold expectation for the level. Demonstrates mastery in conceptual understanding of a range of specialised areas.	Presents an exceptional synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and insightful conclusions. Provides a sophisticated critical insight and expertly interprets complex matters and ideas. Demonstrates exceptional creative flair and a high level of originality. Demonstrates exceptional problem- solving skills and initiative.	Provides insightful reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.	An extensive range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. An exceptionally well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.
Class I (Excellent Quality) 70% - 84%	Work is relevant and comprehensively addresses the requirements of the brief. Learning outcomes are met.	Demonstrates an excellent breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates an in-depth conceptual understanding of a range of specialised areas.	Presents an excellent synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and perceptive conclusions. Provides a critical insight and clearly interprets complex matters and ideas. Demonstrates creative flair and a high level of originality. Demonstrates excellent problem-solving skills and initiative.	Provides excellent reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.	A wide range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. An excellently well written answer with competent, spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.
Class II/i (Very Good Quality) 60% - 69%	Work is relevant and addresses most of the requirements of the brief well. Learning outcomes are met.	Demonstrates a thorough breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a sophisticated conceptual understanding of a range of specialised areas.	Presents a perceptive synthesis and critical evaluation of findings from a range of relevant sources in order to draw clear, justified and thoughtful conclusions. Interprets complex matters and ideas well. Demonstrates a good level of creativity and originality. Demonstrates strong problem-solving skills.	Provides very good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	A wide range of relevant reference sources selected and drawn upon. Sources cited accurately in the main in both the body of text and in the Reference List/ Bibliography.	Writing style is clear, succinct and appropriate to the requirements of the assessment. A very well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured in the main. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.

	Relevance Learning outcomes must be met for an overall pass	Knowledge and Understanding	Analysis, Creativity and Problem-Solving	Self-awareness and Reflection	Research/ Referencing	Written English	Presentation and Structure
Class II/ii (Good Quality) 50% - 59%	Work addresses key requirements of the brief. Some irrelevant content. Learning outcomes are met.	Demonstrates a sound breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a sound conceptual understanding of specialised areas.	Presents a logical evaluation of findings from a range of relevant sources in order to draw clear and justified conclusions. Interprets some complex matters and ideas. Demonstrates some creativity. Demonstrates effective problem-solving skills and initiative.	Provides good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	A range of relevant reference sources selected and drawn upon. Most sources accurately cited both the body of text and in the Reference List/Bibliography.	Writing style is mostly appropriate to the requirements of the assessment. Grammar, spelling and punctuation are generally competent and minor lapses do not pose difficulty for the reader. Paragraphs are structured and include some linking and signposting. Sentences are complete. A range of appropriate vocabulary is used.	The presentational style and layout are correct for the type of assignment. Logically structured in the most part. Inclusion of figures, tables and images but not all relevant or referred to.
Class III (Satisfactory Quality) 40% - 49%	Work addresses the requirements of the brief, although superficially in places. Some irrelevant content. Learning outcomes are met.	Demonstrates a sufficient breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a conceptual understanding of some specialised areas.	Presents an evaluation of findings from a range of sources in order to draw some valid conclusions. Interprets some complex matters and ideas but with descriptive passages evident which lack clear purpose. Demonstrates creativity in places. Demonstrates sufficient problem-solving skills and initiative.	Provides some reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.	Some relevant reference sources selected and drawn upon. Some weaknesses in referencing technique.	Writing style is occasionally not appropriate for the assessment. Grammar, spelling and punctuation are generally competent, but may pose minor difficulties for the reader. Some paragraphs may lack structure, and there is limited linking and signposting. Some appropriate vocabulary is used	The presentational style and layout are largely correct for the type of assignment. Adequately structured. Inclusion of some figures, tables and images but not all clear, relevant and/or referred to.
Borderline Fail 35% - 39%	Work addresses some of the requirements of the brief. Irrelevant and superficial content. One or more learning outcomes have not been met.	Demonstrates a lack of knowledge and understanding of theory and practice for this level. Demonstrates Insufficient conceptual understanding of specialised areas.	Presents a limited evaluation of findings from set sources. Descriptive or narrative passages evident which lack clear purpose. Demonstrates little creativity. Demonstrates insufficient problem-solving skills and initiative.	Provides limited reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, when required.	Sources selected are limited and lack validity/relevance. Poor referencing technique employed.	Writing style is unclear and does not match the requirements of the assessment. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear in places. Paragraphs are poorly structured.	For the type of assignment the presentational style, layout and/or structure are lacking. Inclusion of figures, tables and images but not clear, relevant and/or referred to.
Fail <34%	Work does not address the requirements of the brief. Irrelevant and superficial content. One or more learning outcomes have not been met.	Demonstrates inadequate knowledge and understanding of theory and practice for this level. Demonstrates Insufficient conceptual understanding of relevant areas.	Analysis is weak and poorly constructed with inadequate sources drawn upon. Demonstrates little or no creativity. Demonstrates a lack of problem-solving skills and initiative.	Provides inadequate reflection and self-awareness in relation to the outcomes of own work and personal responsibility, when required.	An absence of relevant sources selected and drawn upon. Poor referencing technique employed.	Writing style is unclear and does not match the requirements of the assessment in question. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear. Unstructured paragraphs.	For the type of assignment the presentational style, layout and/or structure are lacking. Inclusion of figures, tables and images but not clear, relevant and/or referred to.