

# IB257-60 UPP Employment Year Portfolio

**24/25**

**Department**

Warwick Business School

**Level**

Undergraduate Level 2

**Module leader**

Jenny Maynard

**Credit value**

60

**Module duration**

52 weeks

**Assessment**

100% coursework

**Study location**

Placement

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## Description

### Introductory description

The purpose of the portfolio is to provide a record of how students' time is spent during their year of employment, and to require a critical self-evaluation of their own personal experiences. It should also demonstrate an awareness, appreciation and understanding of the wider organisational and professional issues that shape working conditions and personal development in their organisation. The overall aim of the module is to enable students in a professional training setting to develop their reflexive awareness of their activity. The latter is a skill they will build on as their professional careers and abilities develop.

[Module web page](#)

### Module aims

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their reflexive awareness of their activity. The latter is a skill they will build on as their professional careers and abilities develop.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The syllabus is employer and student-led, requiring reflection on personal experiences in the professional workplace and reference to research in relevant areas such as professional socialisation and identity, accountability and ethics, and learning styles.

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate developing knowledge of accounting standards and accounting methods and processes.
- Demonstrate familiarity with the professional regulations and processes relating to the ICAEW training agreement and understand their importance in becoming a qualified member of the ICAEW.
- Demonstrate an understanding of how accounting and finance expertise is conceptualised, provided and managed in firms and professional bodies today.
- Explain the current framing of professional socialisation as an experience which fosters both organisational and professional identity.
- Conduct technical procedures according to their designated job specification.
- Reflect upon and document reflections and evidence relating to the formation of competence and successful professional identity.

## Indicative reading list

- Anderson-Gough, F. Grey, C. & Robson, K. (1998) "Making Up Accountants: The organizational and professional socialization of trainee chartered accountants" Ashgate
- Anderson-Gough, F. & Hoskin, K. (2008) 'Specialisation Plus': The Key to Tomorrow's Profession Today? ICAEW Centre for Business Performance Briefing Note ICAEW: London
- Briggs, S.P. Copeland, S. & Haynes, D. (2007) "Accountants for the 21st Century, where are you? A five year study of accounting students' personality preferences" *Critical Perspectives on Accounting* 18 (5) 511-537
- Haynes, K. (2006) "Linking Narrative and Identity Construction: Using Autobiography in Accounting Research" *Critical Perspectives on Accounting* 17 (4) 399-418
- Kegan, (2009) "What 'form' transforms? A constructive-developmental approach to transformative learning" in Illeris, K. (ed.) (2009) *Contemporary Theories of Learning: Learning Theorists in their Own Words* Routledge: London.
- Pentland, B. (1993) "Getting Comfortable with the Numbers: Auditing and the Micro-Production of Macro Order" *Accounting, Organizations and Society* 18 (7/8), pp.605–621
- Robson, K. Humphrey, C., Khalifa, R. & Jones, J. (2007) "Transforming audit technologies: Business risk audit methodologies and the audit field" *Accounting, Organizations and Society* 32

(4/5) pp 409-438.

ICAEW (2017) Professional Development Skills. Available from <https://www.icaew.com/learning-and-development/campaigns/professional-skills-update/skills>

Broberg, P., Umans, T., Skog, P. & Theodorsson, E. (2018), "Auditors' professional and organizational identities and

commercialization in audit firms" Accounting, Auditing & Accountability Journal 3, pp. 374-399

Saiewitz A. & Kida T. (2018) "The effects of an auditor's communication mode and professional tone on client responses to audit inquiries" Accounting, Organizations and Society 65, pp. 33-43

## Subject specific skills

Demonstrate an appreciation of and ability in the Initial Professional Development, key skill areas:

- Adding value
- Communication
- Decision making
- Ethics and professionalism
- Problem solving
- Teamwork
- Technical competence

Demonstrate awareness of the sensitive balance between commercial success and public interest issues by critically reflecting on the potential for conflicting interests in simultaneously occupying the roles of student, employee and professional.

## Transferable skills

Give focussed and professional presentations

Demonstrate professional/business literacy

Identify the theory within practical situations (integrate theory and practice)

Work as part of a team

Manage time effectively

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## Study

### Study time

Type	Required
Other activity	5 hours (1%)
Placement	400 hours (92%)
Private study	32 hours (7%)
Total	437 hours

### Private study description

Private Study.

## Other activity description

Students will be supported as trainees undertaking year 1 of a formal training agreement with their employer and the ICAEW. As trainees in an ICAEW approved organisation, on-the-job informal training, a mentor, and formal in-house training sessions will be provided.

Academic staff at WBS will provide a pre-briefing, a visit during the year, and post year out de-brief to support this work. Students will also be supported online with materials and discussion boards on my.wbs.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A

	<b>Weighting</b>	<b>Study time</b>
Individual Assignment	85%	139 hours
Group Presentation	15%	24 hours

### Feedback on assessment

Detailed written feedback will be provided by markers via my.wbs. A summary report of general feedback will also be made available to all students.

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## Availability

There is currently no information about the courses for which this module is core or optional.