



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding Business and Financial Information (Accounting, Economics and Finance)				
Module Code	UMAD4V-15-1	Level	1	Version	1
Owning Faculty	FBL	Field	Accounting and Finance		
Contributes towards	BA (Hons) Business Studies with Accounting and Finance, BA (Hons) Business studies with Economics, BA (Hons) Banking and Finance				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Understanding Business and Financial Information (BIM) UMAD4U-15-1; Understanding Business and Financial Information (MET) UMAD4W-15-1		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	26/7/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Identify, apply and explain the basic concepts of accounting and finance that underpin the preparation of financial information. (A, B) • Describe the role of the accounting function in a variety of business organisations and within this context the role of financial and management accountants. (A) • Identify the principal users of financial information, together with their respective interests and demonstrate how accounting information aims to meet the needs and interests of these users. (A) • Describe the key features of financial statements, explain their interrelationships, understand the difference between cash and profit, expenses and payments, and evaluate business performance using financial ratios and trend analysis. (A, B) • Prepare simple income statements, statement of financial position, statement of changes in equity and cash flow forecasts for non-complex organisations (A,B) • Identify how businesses are financed and evaluate the most appropriate finance options for different business organisations. (A)

	<p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Researching appropriate information sources; • Work effectively in a team • presenting, discussing and defending ideas, concepts and views effectively through spoken language; • acting independently in planning and undertaking tasks, reflecting on own learning and seeking and making use of feedback; • using electronic resources such as Blackboard to support learning.
Syllabus Outline	<ul style="list-style-type: none"> • The role of accounting and the accountants in a variety of business organisations • Users of accounting information, their needs and responsibilities and how accounting information, in its current format, aims to address these issues. • The statement of financial position with particular reference to the concepts of capital, liabilities and assets • The income statement with particular reference to the concept of profit, its significance and value • The statement of changes in equity • How the statement of financial position and income statement interact. • The significance of cash flow and management of working capital; introduction to cash flow forecasts including cash flow spreadsheet modelling. • Adding the accruals concept to the cash flow forecast; the relationship of cash flow with other financial statements. • What happens when you have a company that is going concern. • Interpreting and evaluating financial statements, including ratio and trend analysis. • Further extensions to corporate reporting that aim to improve user information and understanding. • Sources of finance for a variety of business organisations and in particular for small businesses.
Contact Hours/Scheduled Hours	<p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This follows an alternating two week timetable of 1 lecture & 2 workshops/seminars and then 2 lectures + 1 workshop/seminar. One-hour peer assisted learning (PAL) sessions may also be used in addition to scheduled teaching.</p>
Teaching and Learning Methods	<p><u>Teaching and Learning strategy</u></p> <p>The module will be taught by means of a combination of lectures, tutorials, and online provision via Blackboard. Lectures are intended to promote, outline and introduce students to a series of developing topics. Lectures are interactive and will require students to participate as well as to listen and reflect. Tutorials will offer students the opportunity to discuss the topics introduced in more depth, to ask questions and to apply their knowledge to practice examples and mini case studies. Students will also be able to brainstorm and share ideas with their tutor and other students in the tutorial group as well as relate their learning to current events. While the lectures are largely tutor driven, tutorials will be largely student driven. Blackboard provides an additional virtual learning environment enabling students to access course materials, lecture slides, useful research links, formative tests, case studies, announcements, discussion boards and e-mail.</p> <p>Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook</p>

and via Blackboard. A number of e-learning resources will also be used:

- The MySkills Study Skills website at <http://www.uwe.ac.uk/library/resources/hub/> Of particular interest will be the pages on 'Being a student at level 1' <http://www.uwe.ac.uk/library/resources/bbs-study-skills/student/level1.htm>
- iSkillzone <http://iskillzone.uwe.ac.uk> ['Getting Started' ; 'Lost in the Library' ; workshops for information retrieval and evaluation skills <http://www1.uwe.ac.uk/library/help.aspx>]
- Learn Higher <http://www.learnhigher.ac.uk/Students.html>
- Espresso Maths <http://www.cems.uwe.ac.uk/mslc/>

Students will be asked to regularly reflect on their learning throughout the module. This will be encouraged by the use of formative testing in lectures, tutorials and online enabling students to assess progress and to evaluate their achievement of learning outcomes throughout the module. Students will be expected to read the relevant chapters of their core text prior to their structured contact time and to complete home study questions and tasks outlined in the module booklet as indicated by the detailed schedule of work. In addition, students are required to research a specified business sector for their January exam using online resources and relevant databases.

Learning and teaching methods

The module will be taught in the first semester with the assessments being the coursework (weighted 25%) and the examination in the January assessment period (weighted 75%).

There will be 36 hours scheduled teaching time (3 hours a week for 12 weeks). In addition, students will be expected to spend further six hours a week in independent study reviewing lecture notes, suggested reading and preparing for seminars. The assessments will require a further 42 hours for work on coursework and revision for the final examination.

Scheduled learning activities:

Lectures = 6 weeks x one one-hour lecture = 6 hours
6 weeks x two one-hour lectures = 12 hours

Total Lecture hours: 18

Tutorials = 6 weeks x two one-hour tutorials = 12 hours
6 weeks x one one-hour tutorial = 6 hours

Total tutorial hours: 18

Hours total: 36

Regular PAL sessions may also be used to support learning

Independent Study hours engaged with essential reading, case study preparation, etc.

Essential reading and preparation for seminars 72 hours
Revision and preparation for the final examination 31 hours
Preparation for the coursework 11 hours
Hours total: 114

Reading Strategy

All students will be encouraged to make full use of the print and electronic

	<p>resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.</p> <p>Essential reading McLaney, E. and Atrill, P. (2010) <i>Accounting: An Introduction</i> (6th Edition) Harlow: Pearson Education. [Available online through the University library as an electronic book]</p> <p>Further reading</p> <p>Additional guidance on further reading will be provided on a week by week basis during the module. This further reading will provide case study material and allow the students to go into greater depth. Wherever possible, this additional reading will be available through the library or Blackboard and web links will be given to open-access learning materials for further reading.</p> <p>Dyson, J.R. (2007) <i>Accounting for Non-Accounting Students</i> (7th Edition). London Prentice Hall. [Available online through the University library as an electronic book]</p> <p>Perks, R. and Leiwty, D. (2010) <i>Accounting: Understanding and Practice</i> (3rd Edition). London McGraw-Hill. [Extracts to be provided electronically through the University's Content Collection]</p> <p>Electronic resources Students will be required to use financial databases (FAME, MarketLine), news sources (e.g. Financial Times, The Times, The Telegraph, NEXIS).</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Atrill, P. and McLaney, E. (2011) <i>Accounting and Finance for Non-specialists</i> (7th Edition). Harlow: Pearson Education.</p> <p>[The 7th Edition of the textbook available online through the University library as an electronic book]</p>

Part 3: Assessment	
Assessment Strategy	<p>Written exam as % of total assessment of module: 75 % Coursework as% of total assessment of module: 25 %</p> <p>The assessment methods are chosen to assess the full range of students'</p>

	<p>skills and knowledge based on the learning outcomes above. Formative assessment and feedback opportunities are built into module delivery and in the form of tests provided for individual work on Blackboard.</p> <p>Coursework: The coursework will require to compile basic financial statements based on unique data for each student.</p> <p>Exam: The end of module (2 hour) exam will include questions to test the student's knowledge and understanding and evaluative skills of topics covered in the module.</p>
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Identify final assessment component and element	Component A (January Exam)	
% weighting between components A and B (Standard modules only)	A:	B:
	75%	25%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Examination (2 hours)	100%

Component B Description of each element	Element weighting (as % of component)
1. Individual coursework, preparation of financial statements based on unique student data electronically generated	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2. Examination (2 hours)	100%

Component B Description of each element	Element weighting (as % of component)
1. Individual coursework, preparation of financial statements based on unique student data electronically generated	100%

<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>
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