



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

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| Module Title | Accounting Information for Business | | | | |
| Module Code | UMAD5H-15-2 | Level | 2 | Version | 1.1 |
| Owning Faculty | FBL | Field | Accounting and Finance | | |
| Contributes towards | BA (Hons) Business and Management; BA (Hons) International Business; BA (Hons) Business and HRM; BA (Hons) Business Management (LCO) | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | UMAD4U-15-1 or UMAD4V-15-1 or UMAD4W-15-1 or UMADDN-15-1 | | Co- requisites | | |
| Excluded Combinations | UMAD5J-15-2; UMAD5K-15-2; UMADDF-15-2 | | Module Entry requirements | | |
| Valid From | September 2013 | | Valid to | | |

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| CAP Approval Date | 7 May 2013 |
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Part 2: Learning and Teaching

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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Extract and analyse financial data and information (B and A). • Prepare cost information for both short term and long term decision making (A and B). • Critically appraise the impact of accounting on organisations and their stakeholders (A and B). • Evaluate the methods of managing working capital within organisations. • Explain how financial information systems within business organisations aid senior managers in planning and controlling activities, within particular reference to the role of budgets (A). • Prepare simple budgetary control information. (B) • Identify the potential organisational & behavioural implications of using accounting and management control systems (A and B). • Explore the use of performance measurement systems in organisations, with particular reference to scorecard type systems. • Write reports in a suitable form for use in business organisations (B) <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"> • Working in small groups to prepare answers which require some interpretation and evaluation. • Presenting results and expressing views orally. • Using spreadsheet packages to formulate financial data. • Searching electronic databases. |
| Syllabus Outline | <ul style="list-style-type: none"> • Cost classification and the behaviour of costs. |


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| | <ul style="list-style-type: none"> • Short-term decision-making, including cost volume profit analysis, the importance of contribution, relevant costing and limiting factors. • Calculating full product costs: including absorption and activity based costing and its contribution to activity management. • Investment in new or expanded facilities based on evaluation of projected financial returns using investment appraisal techniques. • Long-term/short-term financing policies and financing working capital. • Development of plans and budgets and the influence of target setting on managers. • Calculation of flexible budgets. • The behavioural aspects of management control systems and the “beyond budget” agenda. • Key performance indicators, including the Balanced Scorecard, and the role of performance measurement in organisations. • Working capital management. |
| <p>Contact Hours/Scheduled Hours</p> | <p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of a one hour lecture and a two hour seminar.</p> |
| <p>Teaching and Learning Methods</p> | <p>Teaching strategy:</p> <p>The module will be problem orientated, taking realistic business settings and showing how techniques of financial analysis can be employed to clarify alternatives and set out their financial consequences. Students will calculate and manipulate financial information and present this data in a form suitable for managers</p> <p>The module will be taught through a combination of lectures, tutorials and online provision via Blackboard. Lectures are intended to promote, outline and introduce students to topics and will normally require students to participate as well as to listen and reflect.</p> <p>Workshops will offer students the opportunity to apply their knowledge to practice questions and practical examples and to ask questions and share ideas within a relaxed learning environment.</p> <p>Extensive use will be made of the Blackboard Virtual Learning Environment, where students can access course materials; lecture slides, workshop questions and answers, links to web resources, announcements and discussion boards.</p> <p>The module will also utilize audio podcast technology to provide introductory guidance on topic areas for most teaching weeks.</p> <p>Students will be encouraged to read recent practitioner and academic research where appropriate.</p> <p>Learning and teaching methods:</p> <p>The module will be taught in the first semester with the final assessment being the examination in the January assessment period.</p> <p>There will be 36 hours scheduled teaching time (3 hours a week for 12 weeks). In addition students will be expected to spend a further two hours a week in independent study reviewing lecture notes and suggested reading and preparing for seminars. The assessments will require a further 42 hours for group and individual work on coursework and revision for the final examination</p> <p><u>Scheduled learning activities:</u> A weekly one hour lecture and a weekly two hour seminar</p> <p>Hours total: 36</p> |

Independent Study hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
 Essential reading and preparation for seminars 72
 Assignment preparation and completion 30
 Revision and preparation for final examination 12
 Hours total: 114

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

| Key Information Set - Module data | | | | |
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| <i>Number of credits for this module</i> | | | | 15 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 150 | 36 | 114 | 0 | 150 |



The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| Total assessment of the module: | |
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| Written exam assessment percentage | 60% |
| Coursework assessment percentage | 40% |
| Practical exam assessment percentage | 0% |
| | 100% |

Reading Strategy

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

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.

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| | <p>Essential reading:</p> <p>McLaney, E. and Atrill, P. (2010) <i>Accounting: An Introduction</i> (5th Edition), London: Prentice Hall.</p> <p>Electronic resources:</p> <p>To aid in the development of key skills students will be encouraged to utilise the university mySkills website (for example, How to use the library, How to Reference). In addition students have access to electronic databases available via the UWE Library network.</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>Further reading will be suggested where appropriate and will encourage the student to broaden their knowledge base, particular in the area of control and performance measurement. 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>Examples of additional recommended reading include:</p> <p><i>Chartered Institute of Management Accountants (2007) Beyond Budgeting 'Topic Gateway Series No.35',</i></p> <p>DeBusk and Crabtree (2006) "Does the Balanced Scorecard improve performance", <i>Management Accounting Quarterly</i>, 2006, Vol.8, No.1.</p> <p>Dugdale and Lyne (2010), "Budgeting practice and organisational structure", Chartered Institute of Management Accountants.</p> <p>Hope and Fraser (2003) "Who needs budgets?" <i>Harvard Business Review</i>, Vol. 81, Issue 2.</p> <p>Kaplan R. S. and Norton D. P. (2007) 'Using the Balanced Scorecard as a Strategic Management System', <i>Harvard Business Review</i>, July-August 2007.</p> <p>Libby and Lindsay (2010) "Beyond budgeting or better budgeting reconsidered", <i>Management Accounting Research</i>, Vol. 21, pp.56-75.</p> <p>Seal W. (2011) <i>Management Accounting for Business Decisions</i>, London: McGraw-Hill.</p> |

Part 3: Assessment

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| Assessment Strategy | <p>Formative assessment opportunities in the modules are reflective and ongoing.</p> <p>Summative assessment consists of :</p> <p>Component A - a 2 hour examination - final assessment Component B - Individual report 2,000 words</p> |
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| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 60% | 40% |
| 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 Report (2000 words) | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| 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 Report (2000 words) | 100% | |
| 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. | | |