




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding Business and Financial Information				
Module Code	UISV5V-15-1	Level	1	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management FdA Sports Business Management BA (Hons) International Horseracing Business BA (Hons) International Horseracing Business (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	20 December 2016	Valid from	01 September 2016		
Revision CAC Approval Date	V1.1- 27 April 2017	Revised with effect from	V1.1- 01 September 2017		

Review Date	01 September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and apply the basic concepts of accounting and finance that underpin the preparation of financial information. (A,B) 2. Describe the role of the accounting function in a variety of business organisations. (A) 3. 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) 4. Describe the key features of financial statements and understand the difference between cash and profit, expenses and payments, and evaluate business performance using financial ratios and trend analysis. (A, B) 5. Prepare simple income statements, statement of financial position and cash flow forecasts for non-complex organisations. (B)
Syllabus Outline	<ul style="list-style-type: none"> • The role of accounting and the accountant in a variety of different organisations • Users of accounting information; their needs and responsibilities and how accounting information aims to address these issues • The statement of financial position with particular reference to the concepts of capital, liabilities and assets

	<ul style="list-style-type: none"> • The income statement with particular reference to the concept of profit, its significance and value • Comparisons of profit to cash flow • Cash flow forecasts • Extending the cash flow forecast to produce forecast income statement and forecast statement of financial position • Interpreting and evaluating financial statements including ratio and trend analysis. <p>The above subjects will be discussed with a broad range of examples including those relevant to the students' programmes of study.</p>																														
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> • Lectures, guided learning and seminars etc. 36 • Self-directed learning 24 • Independent learning 90 TOTAL 150 																														
Teaching and Learning Methods	<p>The teaching and learning strategy is designed to encourage students to understand, apply and evaluate basic financial statements within a variety of business contexts allowing them to appreciate the balance between cash and profit and the implication of financial information to a range of stakeholders. Students will experience the nature of aggregated learning and its value using applied data analysis and financial evaluation.</p> <p>Extensive use will be made of Moodle to support students' learning; to facilitate interactions between students e.g. for group project work and to provide access to course materials, lecture slides, useful research links, formative tests, case studies, announcements and discussion boards. Seminar and personal tutorials will support and advise students as they prepare the coursework for the module.</p>																														
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="485 1216 1375 1574"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>60</td> <td>90</td> <td>0</td> <td>150</td> </tr> <tr> <td colspan="5" style="text-align: right;"></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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:</p>	Key Information Set - Module data					<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	60	90	0	150					
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	Total assessment of the module:			
	Written exam assessment percentage		60%	
	Coursework assessment percentage		40%	
	Practical exam assessment percentage		0%	
			100%	

Reading Strategy	<p>Essential readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
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Indicative Reading List	<p>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.</p> <p>Books:</p> <p>McLaney, E. and Atrill, P. (Current Edition) <i>Accounting: An Introduction</i>. Harlow: Pearson Education.</p> <p>Scott P. (Current Edition) <i>Accounting for business</i>. Oxford: Oxford University Press.</p> <p>Students will be required to use financial databases (FAME, MarketLine) and news sources (e.g. Financial Times, The Times, The Telegraph).</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment of this module is designed to test the student's ability to compile and evaluate financial statements using accounting terms and conventions. The strategy seeks to measure the student's command of financial data and its analysis using both the application of data and its evaluation using ratio analysis, pre reading and the selective compilation of financial information.</p> <p>Students will be required to complete an on-line test where they are assessed in the compilation and calculation of basic financial statements. The assessment covers the following financial statements: forecast cash flow, income statement and statement of financial position. The data will be unique for each student and the assessment will provide automatic scoring and instant feedback of performance using diagnostic reports.</p>

	<p>An end-of-module open-book exam will be used to assess the student's understanding of a given market segment, its generic financial performance together with the analysis and interpretation of pre-defined annual accounts using a stakeholder perspective.</p> <p>Students will be allowed to take in one A4 page of notes which will be directed by the tutor according to the market that has been chosen for evaluation.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information reading this please refer to the VLE.</p>
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Identify final assessment component and element	Open book examination	
% weighting between components A and B (Standard modules only)	A: 60%	B: 40%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Open book examination (2 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. On-line test (equivalent to 2 hours)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2. Open book examination (2 hours)	100%
Component B Description of each element	Element weighting (as % of component)
2. On-line test (equivalent to 2 hours)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	