



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Academic Skills for Accounting and Finance Students				
Module Code	UMAD9C-15-1	Level	1	Version	1.2
Owning Faculty	FBL	Field	Accounting and Finance		
Contributes towards	BA (Hons) Accounting and Finance				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

<b>CAP Approval Date</b>	23/4/12
--------------------------	---------

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"> <li>Identify the importance of developing a wide range of subject-specific and generic skills to support them with their studies.(A)</li> <li>Understand the concept of independent learning and become confident in taking responsibility for their own learning. (A)</li> <li>Appreciate the importance of research in the subject area of Accounting and Finance as a learning aid. (B)</li> <li>Improve their academic reading skills.(B)</li> <li>Develop the capacity for academic writing for impact.(A)</li> <li>Demonstrate elements of critical thinking and reflection in relation to their learning.(A,B)</li> <li>Utilise a comprehensive range of relevant primary and secondary sources of information in an academic context.(A,B)</li> <li>Develop essential numeracy skills in preparing and interpreting academic work. (A)</li> <li>Recognise and appreciate how academic skills apply to Accounting and Finance research.(A,B)</li> <li>Develop a critical and insightful appreciation of the various research strands in the field of Accounting and Finance. (A,B)</li> <li>Identify and enhance academic skills through completion of a portfolio (A)</li> <li>Measure and evaluate their personal effectiveness in relation to academic and generic skills. (A)</li> </ul> <p>In addition, the educational experience may explore, develop, and practise, <u>but not formally discretely assess</u>, the following skills:</p> <ul style="list-style-type: none"> <li>Working in Groups</li> </ul>


	<ul style="list-style-type: none"> <li>• Debating</li> <li>• Presenting to Peers</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Academic skills for students: What is it all about?</li> <li>• Independent learning: Not quite working on your own!</li> <li>• Building a portfolio of academic skills: Where do you need to improve?</li> <li>• Academic research: Improving your learning experience</li> <li>• Academic reading: It's for your studies and pleasure!</li> <li>• Academic writing for impact: Easier than you think!</li> <li>• Critical analysis and reflection: Developing the independent learner in you!</li> <li>• Time management in academia: Time is money after all!</li> <li>• Working in groups: Harnessing the power of the collective</li> <li>• Presentation and communication: Developing your confidence and skills</li> <li>• Personal effectiveness: Identifying and improving your competencies</li> <li>• Information literacy: It's not just Google, you know!</li> <li>• Numeracy skills: Interpreting academic research correctly</li> <li>• Academic referencing: What does Harvard have to do with it?</li> <li>• Doing research in Accounting and Finance: Fun, fun, fun!</li> </ul>
Contact Hours/Scheduled Hours	Students will have 3 hours scheduled contact time per week
Teaching and Learning Methods	<p>Teaching and learning strategy will involve a combination of lectures, workshops, lectorials and private study. Lectures will be used to convey core material and provoke student thought regarding the nature, importance and benefits of academic skills in the context of their studies. Workshop activities will be structured to encourage student interaction and provide students with the opportunity to test and develop the academic skills necessary for their studies. Lectorials will comprise activity-led sessions, where students can reflect on the development of key academic skills, further reinforce their understanding of academic skills and clarify, whilst encouraged to debate, important issues around the application of academic skills.</p> <p>Students will be actively encouraged to use the 'mySkills' website to help them to develop relevant academic skills. 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 and/or via Blackboard.</p> <p>Lectures, lectorials and workshops Hours total: 36</p> <p><u>Independent Study</u> includes, but is not necessarily restricted to, engaging in essential reading, workshop preparation, contribution to online discussion, development of academic and generic skills, assignment preparation and completion and examination preparation. Hours total: 114</p> <p>This module introduces students to the fundamental elements of thinking and acting like a social scientist. It acknowledges that learning and knowledge creation in the subject area of Accounting and Finance requires students becoming active researchers as well as developing a range of academic skills.</p> <p>The module primarily aims to assist students with the transition into an academic environment and the development of subject-specific as well as generic skills that underpin the process of academic inquiry.</p> <p>The module also aims to develop students' applied problem solving skills in an Accounting and Finance academic context, focusing on identification of sources of accounting and financial information, data searching techniques, data manipulation techniques through the use of statistics and econometrics and the use of a range of IT systems. Moreover, students are introduced to the range of research methods in the field of Accounting and Finance, both of a quantitative</p>

and qualitative nature.

Finally, the module aims to develop the soft skills necessary to act effectively as social scientists in the field of Accounting and Finance. The focus on the core elements of scientific reasoning in the Accounting and Finance domain will be supplemented by a strong emphasis on critical thinking, academic writing for impact, reflection and the presentation of knowledge for different user groups and communication skills

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.

<b>Key Information Set - Module data</b>				
<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:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
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 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. As part of the portfolio and other tasks, students will be required to access the above sources and Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Students would be encouraged via liaison with the Library to use the "mySkills" website and use the blackboard links as part of the portfolio.

	<p><b>Essential reading:</b></p> <p>There is no core text, or simple combination of core texts, that would adequately address the material covered on this module.</p> <p>It is intended that students will identify and consult representative texts from two main strands linked to this module: a) literature relating to the nature of academic skills b) literature pertaining to academic research (with a focus on Accounting and Finance).</p> <p>Furthermore, students will be expected to make use of mainly academic journals (both online and print) and web-based sources in supporting their understanding of fundamental concepts and development of essential academic skills.</p>
Indicative Reading List	<p><b>Books:</b></p> <p><i>On academic skills:</i></p> <p>Burns, T. and Sinfield, S. (2002) <i>Essential Study Skills: The Complete Guide to Success at University</i>, London: Sage Publications.</p> <p>Cameron, S. (2009) <i>The Business Student's Handbook</i>, 5th edition. Harlow: Pearson Education.</p> <p>Cottrell, S. (2008) <i>The Study Skills Handbook</i>, 3rd edition, Basingstoke: Palgrave Macmillan.</p> <p>Cottrell, S. (2010) <i>Skills for Success: The Personal Development Planning Handbook</i>, 2nd edition, Basingstoke: Palgrave Macmillan.</p> <p>Cottrell, S. (2011), <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i>, 2nd edition, Basingstoke: Palgrave Macmillan.</p> <p>Creame, P. and Lea, M. (2008) <i>Writing at University: A Guide for Students</i>, 3rd edition, Maidenhead: Open University Press.</p> <p>George, M. (2008) <i>The Elements of Library Research: What Every Student Needs to Know</i>, New Jersey: Princeton University Press.</p> <p>Hood, S. (2010) <i>Appraising Research: Evaluation in Academic Writing</i>, London: Palgrave Macmillan.</p> <p>Marshall, L. and Rowland, F. (1998) <i>A Guide to Learning Independently</i>, 3rd edition, Buckingham: Open University Press.</p> <p>McMillan, K. and Weyers, J. (2007) <i>The Smarter Student: Skills &amp; Strategies for Success at University</i> Harlow: Pearson Education Limited.</p> <p>Price, G. and Maier, P. (2007) <i>Effective Study Skills: Unlock your Potential</i>, Harlow: Pearson Education Limited.</p> <p><i>On academic research:</i></p> <p>Brew, A. (2001) <i>The Nature of Research: Inquiry in Academic Contexts</i>, New York: Routledge.</p> <p>Brew, A. and Lucas, L. (2009) <i>Academic Research and Researchers</i>, Maidenhead: Open University Press.</p> <p>Humphrey, C. and Lee, B. (2004) <i>The Real Life Guide to Accounting Research: A Behind-the-Scenes View of Using Qualitative Research Methods</i>, Oxford: Elsevier Ltd.</p> <p>Smith, M. (2003) <i>Research Methods In Accounting</i>, London: SAGE Publications.</p> <p><b>Journals (available electronically):</b></p> <p>The teaching team expects to draw on the majority of academic journals in the subject area of Higher Education, Learning and Teaching and Accounting and Finance.</p> <p><b>Websites:</b></p> <p>A wealth of relevant and reliable websites focusing on the development of academic skills will be suggested for student use. Examples include:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.studyskills.soton.ac.uk/">http://www.studyskills.soton.ac.uk/</a></li> <li>• <a href="http://learnhigher.ac.uk/Students.html">http://learnhigher.ac.uk/Students.html</a></li> <li>• <a href="http://www.writenow.ac.uk/outcomes/resources/">http://www.writenow.ac.uk/outcomes/resources/</a></li> <li>• <a href="http://tash.group.shef.ac.uk/">http://tash.group.shef.ac.uk/</a></li> </ul> <p><a href="http://www.utas.edu.au/business/faculty/AcademicSkills/index.html">http://www.utas.edu.au/business/faculty/AcademicSkills/index.html</a></p>

### Part 3: Assessment

Assessment Strategy	<p><b><u>Summative Assessment</u></b></p> <p><b>Component A : Progress Portfolio and Reflective Report (750 words) - 45% of module overall marks</b></p> <p>Students will be required to complete a regular portfolio to demonstrate their learning experience over the course of the module with the help of structured tasks. This assesses students' understanding of the entire syllabus, whilst allowing them to highlight areas of strength and opportunities for improvement.</p> <p>The portfolio submission will include an individual reflective report on their learning experience. This element of their coursework focuses mostly on assessing their critical skills of reflection and analysis, whilst giving them an opportunity to apply relevant skills, such as academic writing, referencing, etc.</p> <p><b>Component B : Critical Analysis and Group Presentation - 55% of module overall marks</b></p> <p>Students will critically evaluate an academic journal paper from the area of Accounting and Finance.</p> <p>Element 1: Individual critique of the article (70%)          Element 2 : Group presentation of key points (30%)</p> <p>This activity allows students to further develop and assess their skills in interpreting academic research in their area of study, whilst applying their critical, group working and communication skills.</p> <p><b><u>Formative Assessment</u></b></p> <p>Students will be expected to collaborate, work in groups, debate, present ideas and make formal presentations to their peers. Any formal presentations will be peer assessed and feedback will be provided to each group and across the cohort.</p>
---------------------	---

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>45%</b>	<b>55%</b>

<b>First Sit</b>	
<b>Component A</b>	<b>Element weighting</b>
<b>Description of each element (controlled conditions)</b>	<b>(as % of component)</b>
1. Individual student portfolio, including individual reflection. ( Reflection - max 750 words)	100%
<b>Component B</b>	
<b>Description of each element</b>	<b>Element weighting</b>
	<b>(as % of component)</b>
1. Individual Critical Analysis. (Max 750 words.)	70%
2. Group presentation. (Max 15 minutes).	30%

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Portfolio review and reflection (Reflection - max 750 words)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Individual critical analysis (max 1,500 words)	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	