



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |   |                    |                           |             |          |
|-----------------------|---|--------------------|---------------------------|-------------|----------|
| Module Title          | Becoming an Accounting and Finance Professional                 |                    |                           |             |          |
| Module Code           | UMAD9B-15-1   | Level              | 1                         | Version     | 1        |
| Owning Faculty        | FBL   | Field              | Accounting and Finance    |             |          |
| Contributes towards   | BA (Hons) Accounting and Finance; 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 | None  |                    | Module Entry requirements |             |          |
| Valid From            | September 2012  |                    | Valid to                  |             |          |

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| <b>CAP Approval Date</b> | 26/7/12 |
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| Part 2: Learning and Teaching |  |
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| Learning Outcomes             | <p>This module provides an introduction to the expectations, requirements and contextual aspects of entering the accounting and finance profession, in its widest sense. The environment surrounding the professions will be explored, together with essential 'softer' skills and behaviours that are critical to success as a professional in the accounting and finance industries. The role of the BA Accounting and Finance and BA Banking and Finance programmes in supporting the transition to professional competence will be clearly articulated as will the critical importance of full early engagement with study material, and the need to maintain a sceptical and critical mindset from the start.</p> <p>On successful completion of this module students will:</p> <ul style="list-style-type: none"> <li>• Understand the underlying cultures, concepts and objectives that determine how businesses are organised, managed and controlled.(A)</li> <li>• Gain an appreciation of the accounting and finance professional's role in business and their wider role in society and the potential roles available to graduates from this programme of study.(A,B)</li> <li>• Become conversant with potential conflicts of interest that exist for finance professionals and apply theoretical ethical frameworks designed to address them.(A,B)</li> <li>• Build awareness of the role and function of key professional bodies.(A,B)</li> <li>• Develop the ability to critically analyse, reflect on, and present arguments and reports.(A,B)</li> <li>• Understand the factors that assist employability (for example communication, use of IT) and motivation in financial professions and how they may be modelled and addressed.(A,B)</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• Develop skills in managing their role within the university, to help prepare them for future organisational roles.(B)</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> <li>• Debating</li> <li>• Presenting to Peers</li> </ul>  |
| Syllabus Outline              | <p><b>Business Awareness</b></p> <ul style="list-style-type: none"> <li>• Organisational structures, cultures and control.</li> <li>• The role of the accounting and finance professional</li> <li>• Management styles and behaviours</li> <li>• Leadership vs management. Formal, informal power and working in groups and teams. Importance of communication.</li> <li>• Motivation, recruitment, development and retention</li> <li>• The role of accounting institutes and other professional bodies and professional firms</li> </ul> <p><b>Personal Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Student responsibilities as professional learners</li> <li>• Working in groups; presentation and communication skills</li> <li>• IT literacy. An introduction to the use of key databases, spreadsheets, models and accounting /financial applications</li> <li>• Self management and the importance of personal effectiveness to academic success and to successful team and business outcomes</li> </ul> <p><b>Professional Judgement</b></p> <ul style="list-style-type: none"> <li>• Professional scepticism and introduction to critical analysis</li> <li>• Brief introduction to the role of reflection, critical reflection and development of a reflective capacity in a business context (explored more comprehensively in the ‘academic’ sister module)</li> <li>• Delivering difficult messages or controversial views</li> </ul> <p><b>Ethics and Professionalism</b></p> <ul style="list-style-type: none"> <li>• Professionals in business, ethical principles and requirements of professional institutes.</li> <li>• Business Ethics vs. Professional Ethics vs. Personal Morals</li> <li>• Ethical threats and safeguards. The example of the corporate accountant.</li> <li>• Conflicts of interest, whistle-blowing and acting in the public interest.</li> <li>• Corporate social responsibility, sustainability and triple bottom line</li> </ul> |
| Contact Hours/Scheduled Hours | Students will have 3 hours of scheduled contact time per week.   |
| Teaching and Learning Methods | <p>Teaching and learning strategy will involve a combination of lectures, workshops and private study. Lectures will be used to convey core material and provoke student thought. Workshops will be a forum for student discussion around situations and practical problems. Workshop activities will be structured to encourage student interaction and debate in terms of the pertinent issues and concepts surrounding the topic. Students will be directed to use the ‘iSkillzone’ website to help them to develop relevant academic skills.</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 and/or via Blackboard.</p>   |


Lecture and workshop  
Hours total: 36

Independent Study hours engaged with essential reading, case study preparation, assignment preparation and completion, examination preparation.  
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.

| <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   | 70%  |
| Coursework assessment percentage     | 30%  |
| 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. 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 iSkillzone website.

**Essential reading:**

There is no core text for this module. It is intended that students start to read around current topics and apply the concepts of the modules to their everyday

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|                         | <p>business and academic reading. Students will be expected to consult mainly web-based sources in supporting their understanding of core ideas and in learning to navigate their way around the major sources of support for professional accountants – an indicative list is provided below. In addition, students should follow sources on specific topics as necessary, if specified in the workshop programme and assessment briefing.</p>  |
| Indicative Reading List | <p><b>Books:</b><br/>         Grey, C. (2008) <a href="#"><i>A Very Short Fairly Interesting and Reasonably Cheap Book About Studying Organizations</i></a> (2<sup>nd</sup> ed): Sage.<br/>         Handy, C. (1995) <i>Gods of Management: The changing work of organizations</i>: Oxford University Press.<br/>         Knights, D. &amp; Willmott, H. (eds) 2007: <i>Introducing Organizational Behaviour and Management</i>. London: Thomson Learning.<br/>         Jones, G. (2007) <i>Introduction to Business: How Companies Create Value for People</i>: McGraw Hill.<br/>         Routledge, C. &amp; Carmichael, J. (2007) <i>Personal Development and Management Skills</i>. CIPD.</p> <p><b>Journals (available electronically):</b><br/>         Journal of Professional Ethics</p> <p><b>Websites:</b><br/>         Professional Institutes (ICAEW, ACCA, CIMA, ICAS, CIPFA)<br/>         Professional Firms ( for example KPMG, Deloitte, Ernst &amp; Young, PWC)<br/>         Institute of Risk Management<br/>         Institute of Internal Auditors<br/>         Institute of Credit Management</p> |

| <b>Part 3: Assessment</b> |  |
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| Assessment Strategy       | <p><b><u>Summative Assessment</u></b></p> <p><b>Component A</b> (written exam) as 70% of total assessment of module: The exam will comprise both multiple choice and longer written answers combining theory and application. The examination will be 50% MCT/short answer; 50% written questions on theory combined with application</p> <p><b>Component B</b> (Coursework) as % of total assessment of module: 30%</p> <p>The assessment strategy for the module is mainly examination based with an individual piece of written work to be delivered mid-module. The two hour <b>examination</b> is intended:</p> <ol style="list-style-type: none"> <li>1. To test and demonstrate student's understanding of underlying theoretical concepts from the module and</li> <li>2. To develop ideas logically using those concepts and applying them.</li> </ol> <p>The <b>written coursework component</b> of 1500 words will invite students to consolidate knowledge in their own context and to reflect on and develop future plans.</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. The formal presentations will be peer assessed and feedback given.</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>70%</b>                                      | <b>30%</b> |
| <b>First Sit</b>   |   |            |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br>(as % of component) |            |
| 1. Examination (2 hours)   | 100%  |            |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br>(as % of component) |            |
| 1. Written analysis and action plan (1500 words)                                 | 100%  |            |

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| <b>Resit (further attendance at taught classes is not required)</b>   |   |  |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b>  | <b>Element weighting</b><br>(as % of component) |  |
| 1. Examination (2 hours)  | 100%  |  |
| <b>Component B</b><br><b>Description of each element</b>  | <b>Element weighting</b><br>(as % of component) |  |
| 1. Written analysis and action plan (1500 words)  | 100%  |  |
| 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. |   |  |