



MODULE HANDBOOK 2023/24

Accounting and Finance

Module Code: ACF768 (CRN) 50402

Course: MBA Master of Business Administration

**Department of Management, Leadership & Marketing
Ulster University Business School**

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Notice

Please be aware the information provided within the module handbook is subject to change.

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Welcome

Welcome

Welcome to the ACF768 Accounting and Finance Module. This module handbook serves as a guide to set out the curriculum for the Accounting and Finance module including learning, teaching and assessment activities. You should take time to familiarise yourself with this module handbook at the beginning of the semester as it sets out various aspects of this module including:

- Module Overview & Delivery
- Aims & Learning Outcomes
- Learning & Teaching Methods
- Assessment & Feedback
- Required Reading Lists

The handbook is an important resource that should be used throughout engagement and participation in this module.

The module will introduce you to the principles of financial accounting, management accounting and financial management in business. You will be introduced to financial issues and various techniques involved in managerial decision-making and control. The module will also aim to develop integrative, analytical, reflective and managerial decision-making skills.

UU Support Services

This handbook should also be used as a reference point for UU central support services available to you including the UUSU Advice Bureau Service, UU Student Wellbeing Service, Library Support Services and Blackboard Support Services.


Kind regards

Komal Beg

Module Tutor

September 2023

1. Module Overview and Communication

Module Details			
Module Title	Accounting and Finance		
Module Code	ACF768 (CRN 50402)	Module Level	7
Credit points	15	Module Status	Core or Optional
Semester	1	Location	Belfast
Delivery Mode	Face-to-face		
Contact Details and Communication Methods			
Programme Director	Komal Beg (See cover sheet for contact details)		
Teaching Staff Contact Details	Komal Beg Room Number 1104  Email: k.beg@ulster.ac.uk,		
General Information, Queries and Consultations	<p>If you require advice on any aspect of the module, please read the guidance provided here, in the Module Handbook.</p> <p>For General Queries, please utilise the class Discussion Board. For Specific Queries or studies advice, you can avail of the ‘Virtual Office Hours’. Please contact Komal Beg if you have questions relating to the module or wish to schedule an appointment. Please note, we aim to respond to emails within 48 hours during the working week.</p>		
Module Announcements	<p>Key announcements will be presented during tutor-led activities.</p> <p>Out of class communication including notifications, reminders, etc will be distributed via the Blackboard Announcement tool. You will receive a duplication of the announcement direct to your student email inbox. It is essential that you check your emails regularly.</p> <p>It also advisable that you download the ‘Blackboard’ App as an alternative to access these announcements, notifications, and reminders as well as content.</p>		

3. Aim and Learning Outcomes



Module Rationale

Financial decisions and their implications are required to be considered by all organisations. The accounting function cannot be viewed in isolation from the other key functional areas of management and it is important therefore, that managers understand the integrative nature of financial decision-making both at an operational and strategic level.

Overall Aim of the Module

The aim of the module is to provide participants with an introduction to the financial issues and techniques involved in managerial decision-making and control. The module will also aim to develop integrative, analytical, reflective and managerial decision-making skills.

Learning Outcomes

i What you should be able to do by the end of this module?

Successful participants will be able to:

- 1) Demonstrate knowledge of the effect financial decisions have on the financial performance and position of a business and comment authoritatively on financial decision-making processes
- 2) Identify, analyse and synthesize materials from primary and secondary source materials that assist in the understanding of accounting
- 3) Interpret financial statements intelligently and appreciate the role of financial techniques as an aid to managerial decision making and control
- 4) Develop a range of transferable skills, including problem solving and analysis, team working, communication and critical reflection

4. Assessment and Feedback

i What you need to do to demonstrate achievement of learning?

Summary Assessment Information

This module will be assessed via two items of assessment

Type	Assessment method and submission date:	Percentage (%) and word count equivalent	Feedback due date
Coursework 1	Individual written report Due Tuesday Week 12 (12th Dec 2023) through Blackboard by midnight 11:59 pm	80% (2,000 words)	+3 weeks post submission date
Coursework 2	Online multiple choice class tests (to be completed through Blackboard). Tests will occur on of: <ul style="list-style-type: none">- Week 5: worth 5%- Week 8: worth 5%- Week 11: worth 10% Tests will occur for (1 hour) at the beginning of timetabled class for the respective weeks on (weeks 5, 8 & 11).	20% (Each online test will last 1 hour)	Feedback will be available 2 weeks from when test has been completed

Assessment Guidance

- 1) Word count includes the title page, contents page, in-text references and citations but excludes tables, reference list and appendices.
- 2) Your work should include references to relevant journal articles and other good quality information sources and should be properly laid out using the Harvard system of referencing. More detailed guidance is available in the [‘Guide to Referencing in the Harvard Style’](#). We encourage you to make good use of all the support services offered by your Faculty Subject Librarian, further details are in the Learning Support Services Section.
- 3) You should refer to the assessment criteria to provide fuller details of the marking criteria for each classification band.

- 4) In addition, you should refer to the standard assessment guidelines as presented in your Course Handbook/Support Area, this includes guidance and policies on referencing style, plagiarism, etc.
- 5) We recommend the use of [Studiosity](#) which offers constructive feedback on draft written submissions within 24 hrs.
- 6) **Coursework must be submitted by the dates specified.** Coursework submitted after the deadline, without prior approval, is not normally accepted. For further guidance on the late submission of coursework, please see the course handbook.
- 7) Non-compliance with the word limit will result in a penalty being applied in accordance with the University Word Limit Policy which can be found on your Course Support Area in Blackboard.

Coursework 1

Assessment Task



INDIVIDUAL ASSIGNMENT

Coursework 1 – BRIEF

- a) The assignment will take the form of an individual word-processed report.
- b) Detailed assessment guidance is located in Blackboard within the folder 'Assessment'. You should also read the Word Document called 'ACF768 Individual Assignment' located in the 'Assessment' Section for details of the CORE analysis that you are required complete.
- c) Completed assignments must be submitted in Word format via the Dropbox in your Blackboard Course Area by the specified date and time outlined in the Key Assessment Information Table above.
- d) All submitted assignments should have the file name:
 - i) "SurnameFirstNameBNumber"
 - ii) e.g. BrownJohnB00001234_AssignmentOne

Coursework 1 – FEEDBACK

Written feedback on the assessment will be provided via Blackboard in the 'My Grades' area within 3 weeks from the date of submission.

Periodically throughout the semester, a number of the sessions will be dedicated to providing feedback on the individual assignment (provided on a group basis). One to one feedback is also available on request.

Coursework 1 – ASSESSMENT RUBRIC/MARKING PROFORMA (1/2)

*For External Context Section; PESTEL analysis is also an applicable framework to apply.

CORE ANALYSIS		CORE Framework Application 10%	EXTERNAL CONTEXT 10%	INTERNAL CONTEXT 10%	OVERVIEW 10%	RATIOS 15%
Classification	% Range	Application of Required Framework	Knowledge and Understanding	Analysis and Interpretation	Analysis and Interpretation	Calculations
Distinction	70 – 100	CORE analysis framework has been applied comprehensively and rigorously across each element of the framework. Executive summary comprehensively applied.	*Porter's 5 forces applied comprehensively and rigorously to demonstrate exceptional knowledge and conceptual understanding of complex principles and ideas.	SWOT analysis applied comprehensively and rigorously to demonstrate exceptional levels of competence in analysing and interpreting complex or incomplete data and in communicating the outcome.	Very high level of competence in analysing and interpreting complex or incomplete data and in communicating the outcome	Can use a large range of techniques appropriately and demonstrates innovation and creativity in complex and unpredictable situations
Commendation	60 – 69	CORE analysis framework has been competently applied in some respects, but some sections could have been developed.	*Porter's 5 forces competently applied to demonstrate a good knowledge and conceptual understanding of complex principles and ideas.	SWOT analysis competently applied to demonstrate good levels of competence in analysing and interpreting complex or incomplete data and in communicating the outcome.	Competent in analysing and interpreting complex or incomplete data and in communicating the outcome	Uses techniques effectively and demonstrates innovation and creativity in complex situations
Pass	50 – 59	CORE analysis has been adequately applied in some respects but there is a need to enhance its application in all sections	Porter's 5 forces adequately applied to demonstrate average knowledge and conceptual understanding of key complex principles and ideas.	SWOT analysis has been adequately applied to demonstrate average levels of competence in analysing and interpreting complex or incomplete data and in communicating the outcome.	Reasonably competent in analysing and interpreting complex or incomplete data and in communicating the outcome	Uses techniques effectively and demonstrates some innovation or creativity in complex situations
Fail (marginal)	45 – 49	CORE analysis framework has not been applied and there is limited evidence of an attempt to structure the report	*Porter's 5 forces not applied and limited knowledge and understanding of key principles and ideas demonstrated.	SWOT analysis not applied and limited competence demonstrated in analysing and interpreting complex or incomplete data and in communicating the outcome.	Limited ability to analyse and/or interpret complex or incomplete data and in communicating the outcome	Some errors in techniques used, work lacks innovation or creativity, reliance on routine procedures
Fail	31 – 44	CORE analysis framework not applied, little or no structure to report.	*Porter's 5 forces not applied and superficial knowledge of key principles and ideas demonstrated.	SWOT analysis not applied and little or no analysis and interpretation of complex data, poor presentation of results	Little or no analysis and interpretation of complex data, poor presentation of results	Many errors in techniques used, no innovation or creativity shown, reliance on routine procedures
Fail	0 – 30	CORE analysis framework not applied, devoid of any structure to report.	*Virtually devoid of any evidence of knowledge and understanding	SWOT analysis not applied and no analysis or interpretation of complex data, poor or very poor presentation of results	No analysis or interpretation of complex data, poor or very poor presentation of results	Inability to use techniques, routine procedures have errors

Coursework 1 – ASSESSMENT RUBRIC/MARKING PROFORMA (2/2)

Classification	% Range	EVALUATION 25%	Response to case study scenario 10%	[Combined average of these sections= 10%]		
		Analysis and Interpretation	Response to case study scenario	Evidence of Reading	Referencing	Presentation, Grammar and Spelling
Distinction	70 – 100	Very high level of competence in analysing and interpreting complex or incomplete data and in	Candidate has responded to the case study comprehensively and consistently, providing a recommendation in response to the scenario	Extensive evidence of integrating supplementary sources	Outstanding referencing	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and citation.
Commendation	60 – 69	Competent in analysing and interpreting complex or incomplete data and in	Candidate has responded to the case study competently. There has been a reasonable effort to respond to the scenario but the	Evidence of extensive reading of supplementary sources	Comprehensive referencing	Excellent presentation, logically structured, using correct grammar and citation
Pass	50 – 59	Reasonably competent in analysing and interpreting complex or incomplete data and in	Candidate has made a reasonable attempt to respond to the case study but has not offered a firm recommendation or there is only some	Evidence of reading supplementary sources	Adequate referencing	Orderly presentation, clear structure and acceptable grammar and spelling
Fail (marginal)	45 – 49	Limited ability to analyse and/or interpret complex or incomplete data and in	There is limited evidence of responding to the case study throughout the report. Evaluation shows little evidence of	Limited evidence of reading	Limited referencing	Adequate presentation and structure, grammar, spelling and citation
Fail	31 – 44	Little or no analysis and interpretation of complex data, poor presentation of	There is little or no evidence of responding to the case study throughout the report. Evaluation shows	Minimal evidence of reading	Inadequate referencing	Poor presentation and structure, grammar, spelling and citation
Fail	0 – 30	No analysis or interpretation of complex data, poor or very poor presentation of	There is no evidence of responding to the case study throughout the report. Evaluation shows no evidence of	Little or no evidence of reading	Inadequate referencing	Inadequate presentation, structure, grammar, spelling and citation

Coursework 2

Assessment Task



CLASS TESTS

Coursework 2 – BRIEF

- a) There will be three multiple choice on-line class tests during the semester to assess understanding of core foundational topic areas. The three tests will carry a weighting of 15%, 15% and 10% respectively combining to give the overall 20% weighting of this assessment method.
- b) The class tests will take place on campus in weeks 5, 8 and 11
- c) The format for the online tests and revision tests as follows:

Type of assessment	Description	Weeks	Online platform	Module assessment weighting
Summative tests	Tests that contribute to your module score	5, 8, 11	Blackboard learn	20% (15%, 15% & 10%)
Formative tests	Revision tests	1 to 10	MyLabAccounting [Note: This software should be purchased as part of the required reading]	Revision only to prepare for the summative tests

- d) The questions on the summative tests will be randomised and selected from a pool of questions so each student will not receive the same online test as part of the summative assessments. The revision tests will help with the three online summative tests.

Coursework 2 – FEEDBACK

Feedback on the tests will be provided via Blackboard within two weeks of each test being completed.

5. Learning Resources

A list of current learning resources specifically chosen to build your knowledge and understanding for this module

Reading List

🌐 Also available online via Key Links: <https://ulster.keylinks.org/#/>

Books/Journal Article/Publications Required Reading (Must read)

- Atrill, P. and McLaney, E. (2021) Accounting and Finance for Non-Specialists. 12th ed. FT Prentice Hall (including access code to MyLab).

The Textbook with access to MyLabAccounting and eText is available from [Pearson](#) for £58.06. See presentation in MyLabAccounting folder on Blackboard for steps to purchase and use promotion code BTU20-23-DUDD when purchasing.

- Moon, P. and Bates, K. (1993) Core analysis in strategic performance appraisal, Management Accounting Research, 4, 139-152 (Available from online library resources)

Books/Journal Article/Publications Recommended Reading (Should read/Could read)

- Dyson, J. and Franklin, E. (2020) Accounting for Non-Accounting Students. 10th ed. Harlow: Pearson:

Useful Journal Articles

- Kaplan R.S. and Norton, D. P. (1992) The Balanced Scorecard - Measures that Drive Performance, Harvard Business Review, January-February, 71-79.**
- Kaplan R. S. and Norton, D. P. (1993) Putting the Balanced Scorecard to Work, Harvard Business Review, September-October, 134-147.**
- Kaplan R. S. and Norton D. P. (2001a) Transforming the Balanced Scorecard from Performance Measurement to Strategic Management: Part I, Accounting Horizons, 15 (1), 87-104.**
- Kaplan R. S. and Norton D. P. (2001b). Transforming the Balanced Scorecard from Performance Measurement to Strategic Management: Part II, Accounting Horizons, 15 (2), 147-160.**
- Kaplan, Robert S., and David P. Norton. (2006) Alignment: Using the Balanced Scorecard to Create Corporate Synergies. Harvard Business School Press.
- Kaplan, R. S. and Norton, D. P. (2007) Using the Balanced Scorecard as a Strategic Management System, Harvard Business Review, July/Aug, 150-161 (originally printed 1996).**
- Kaplan, R. S. (2010) Conceptual Foundations of the Balanced Scorecard, Harvard Business School Working Paper 10-074, pp37. **
- Kaplan, Robert S., David P. Norton, and Bjarne Rugelsjoen. (2010) Managing Alliances with the Balanced Scorecard, Harvard Business Review, 114–120.
- Norreklit, H. (2000) The balance on the balanced scorecard – a critical analysis of its assumptions, Management Accounting Research, 11, 65-88.**
- Mackay, A. (2005) A Practitioners' Guide to the Balanced Scorecard, A Practitioners' Report Based on: Shareholder and Stakeholder Approaches to Strategic Performance Measurement Using the Balance Scorecard, London: CIMA. **
- Hoque, Z and Adams, C. (2011) The Rise and Use of Balanced Scorecard Measures in Australian Government Departments, Financial Accountability and Management, 27 (3), 308-334. **
- Dyball, M.C., Cummings, L., and Ya, H. (2011) Adoption of the Concept of a Balanced Scorecard within NSW Health: and Exploration of Staff Attitudes, Financial Accountability and Management, 27 (3), 335-361. **
- Cooper, D.J., Ezzamel, M., and Sandy, Q. (2012) Popularizing a Management Accounting Idea: The Case of the Balanced Scorecard, SSRN [Link](#)
- Nigusse W. R. (2017) Balanced scorecard in higher education institutions: Congruence and roles to quality assurance practices, Quality Assurance in Education, 25 (4), 489-499.
- Asiaei, K. and Bontis, N. (2019) Using a balanced scorecard to manage corporate social responsibility, Knowledge Process Management, 26, 371-379.

**Available from the University Library, Electronic Resources

Useful Library Databases and Websites

- Deloitte – provides summaries of International Accounting Standards <https://www.iasplus.com/en/standards/standards>

6. Organisation and Management

i Types of learning activities that will make up your weekly timetable

approximately 150 hours of your commitment, distributed through the following learning and teaching activities over the 12-week semester. For a description of the nature of the learning activities please refer to your course handbook.

Summary of Learning Activities

Learning Activities: Weeks 1-12	Indicative Weekly Hours	Total Hours (150 hours)
Lecture and Class Activities	3 hours	33
Online multiple-choice class test	1 hour (weeks 5, 8 & 11)	3
Independent Study: Weeks 1-12	Indicative Guide	
Assigned Reading and Note-taking	5 hours	57
Assessment Activities, MyLabAccounting Formative Questions and Seminar Preparation	5 hours	57

The teaching and learning plan provides a more detailed overview of content on a weekly basis.

Module delivery will typically consist of a two-hour lecture and a one-hour Seminar although format may vary slightly between weeks/sessions.

Lecture and Seminar: as per schedule

Seminars – please refer to the teaching and learning plan below for the seminar topic.

Attendance at lectures and seminars is most important and therefore will be monitored through Quickly.

Teaching and Learning Plan

The teaching plan/order of weekly topics is subject to change. The list below provides an outline summary of weekly activities and further information is available on BBL in the relevant week's folder.

Students will be expected to engage in all prescribed activities that contribute towards final assessment.

Week/ L&T Methods	Curriculum Content/Topic Title	Independent/Directed Study, includes: Required Reading, Seminar Preparation, and/or Assessment Preparation and due dates
Week 1 Lecture and Seminar	Module Welcome: Introductions, Student Voice and Expectations Overview of Module Handbook Overview of the Blackboard Area Introduction to Accounting & Finance The role of Accounting & Finance Identify the main users of financial information Distinction between Financial vs. Management accounting	Reading: Module handbook: print and bring to class Atrill & McLaney - Chapter 1 After class: Complete the week 1 revision multiple-choice questions on MyAccountingLab platform
Week 2 Lecture and Seminar	Lecture Title: Reporting financial performance Content: Statement of Financial Position (Balance Sheet) Income Statement (Profit & Loss Account) Complete solution to Atrill 2.5 (p. 60)	Reading: Atrill & McLaney - Chapters 2 & 3 Moon, P. and Bates, K. (1993) Core analysis in strategic performance appraisal, Management Accounting Research, 4, 139-152. After class: Complete the week 2 revision multiple-choice questions on MyAccountingLab platform

Week/ L&T Methods	Curriculum Content/Topic Title	Independent/Directed Study, includes: Required Reading, Seminar Preparation, and/or Assessment Preparation and due dates
Week 3 Lecture and Seminar	Lecture Title: Cash flows and Accounting policy Content: Measuring & reporting cash flows Accounting for limited companies Impacts of accounting policy choices Creative accounting Cash Flow Movement Summary Activity (pp. 140-141)	Reading: Atrill & McLaney - Chapters 4 & 5 Complete the 'Accounting Equation Activity' Template After class: Complete the week 3 revision multiple-choice questions on MyAccountingLab platform
Week 4 Lecture and Seminar	Lecture Title: Analysing and interpreting financial statements Content: Ratios and ratio analysis Individual assignment session: Context section models (Porter's 5 forces / PESTEL / SWOT Analysis) Assignment progress update (final submission in week 12)	Reading: Atrill & McLaney - Chapter 6 After class: Complete the week 4 revision multiple-choice questions on MyAccountingLab platform
Week 5 Class Test (1 Hour)	Multiple Choice Test will commence at 5:30pm on Tuesday in person and you have one hour to complete	
Week 5 Lecture and Seminar	Learning Objectives: Individual Assignment Content: Individual assignment session: Overview section guidance	After class: Complete the week 5 revision multiple-choice questions on MyAccountingLab platform
Week 6 Lecture and Seminar	Lecture Title: Costs Content: The relevance and behaviour of costs Cost-volume-profit analysis Complete question Hydroxa Plc (BBL)	Reading: Atrill & McLaney - Chapter 7 After class: Complete the week 6 revision multiple-choice questions on MyAccountingLab platform

Week/ L&T Methods	Curriculum Content/Topic Title	Independent/Directed Study, includes: Required Reading, Seminar Preparation, and/or Assessment Preparation and due dates
Week 7 Lecture and Seminar	Lecture Title: Short-term decision making Content: Using contribution to make short-term decisions: i.e. marginal analysis Complete solution to Alpha, Beta & Gamma (pp. 239-240) Assignment progress update (final submission in week 12)	Reading: Atrill & McLaney - Chapter 7 and 8 After class: Complete the week 7 revision multiple-choice questions on MyAccountingLab platform
Week 8 Class Test (1 Hour)	Multiple Choice Test will commence at 5:30 pm on Tuesday in person and you have one hour to complete	
Week 8 Lecture and Seminar	Lecture Title: Budgeting Content: Budgeting Cupid Carpet Company Activity (BBL)	Reading: Atrill & McLaney - Chapter 9 After class: Complete the week 8 revision multiple-choice questions on MyAccountingLab platform
Week 9 Lecture and Seminar	Lecture Title: Capital Investment Content: Making Capital Investment Decisions Complete question to Mylo Ltd (pp. 346-347)	Reading: Atrill & McLaney - Chapter 10 After class: Complete the week 9 revision multiple-choice questions on MyAccountingLab platform
Week 10 Lecture and Seminar	Lecture Title: Financing decisions and working capital management Content: Financing decisions and working capital management Complete question to Atrill Question 11.4 (Russell Ltd) (pp. 390-392) CORE Case Study Revision Assignment progress update (final submission in week 12)	Reading: Atrill & McLaney - Chapters 11 & 12 After class: Complete the week 10 revision multiple-choice questions on MyAccountingLab platform

Week/ L&T Methods	Curriculum Content/Topic Title	Independent/Directed Study, includes: Required Reading, Seminar Preparation, and/or Assessment Preparation and due dates
Week 11 Class Test (1 Hour)	Multiple Choice Test will commence at 5:30 pm Tuesday in person and you have one hour to complete	
Week 11 Lecture and Seminar	Lecture Title: Performance Measurement Content: Performance Measurement & Management Multi-dimensional Performance Measurement	
Tuesday 12th December (11:59 pm)	ASSESSMENT SUBMISSION DUE – Coursework 1	
Week 12 Lecture	Module Overview and Review: Course overview and reflections Feedback guidance and expectations	