1. **Title of the module**

ACCT3000 (AC300) Financial Accounting

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring terms

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc Accounting & Finance and associated programmes.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 identify the professional and regulatory environments within which financial statements are prepared.

8.2 define the conceptual framework underpinning the preparation of financial statements.

8.3 manipulate financial data and analyse financial performance.

8.4 record and summarise economic events through double entry bookkeeping and prepare financial statements.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 exercise independent and self-managed learning.

9.2 communicate effectively to a variety of audiences and/or using a variety of methods

9.3 critically evaluate arguments and evidence.

9.4 retrieve information from a variety of sources.

1. **A synopsis of the curriculum**

This is an introductory module to introduce students to the role and evolution of accounting

Topics to be covered may include: single entry accounting; double entry bookkeeping; financial reporting conventions; recording transactions and adjusting entries; principal financial statements; institutional requirements; auditing; monetary items; purchases and sales; bad and doubtful debts; inventory valuation; non-current assets and depreciation methods; liabilities; sole traders and clubs, partnerships, companies; capital structures; cash flow statements; interpretation of accounts through ratio analysis; problems of, and alternatives to, historical cost accounting.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Thomas, A & Ward, A. (2019) *Introduction to Financial Accounting*, London: McGraw Hill Education, ISBN: 9781526803009

Kaplan Publishing (2020) ACCA Financial Accounting (FA), Kaplan Publishing, Wokingham, Berks, ISBN: 9781787406131

Benedict, A & Elliot, B (2011) *Financial Accounting an Introduction*, Harlow: Prentice Hall, ISBN: 9780273688853

1. **Learning and teaching methods**

Total contact hours: 65

Private study hours: 235

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Exam, 3 hours (70%)

Essay of 1000 words (10%)

VLE test 1 (10%)

VLE test 2 (10%)

13.2 Reassessment methods

Reassessment Instrument: 100% examination

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
|  *VLE test 1* | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| *VLE test 2* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
|  *Essay*  | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
|  *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students are taught the principles of accounting standards and terminology in order to operate in an international business environment.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/06/16 | Major | September 2016 | 8,9,10,12,13,14 | Yes |
| 04/10/20 | Minor | September 2021 | 1, 9, 11, 13, 14 | No |

Revised FSO Jan 2018