BA(Hons) Accountancy

# ACC5002
# Management Accounting and Decision Making

# MODULE GUIDE
2021/2022
Semester 1

Level HE5

# Contents

## 1. Key Information

| Module Tutor | Meksha Burrun |
|---|---|
| Email | m.burrun@bolton.ac.uk |
| Availability and Contact Method(s) | Scheduled drop in hours available for support - on campus and/or online- Please email to arrange for a meeting. |
| Weblink to Moodle Class | https://moodle.bolton.ac.uk/course/view.php?id=19641 |
| Weblink to Module Specification | https://modules.bolton.ac.uk/ACC5002 |

## 2. Learning and Teaching

This module is delivered over 15 weeks using a campus-based blended learning approach with scheduled face-to-face and online sessions.

Most sessions comprise an online lecture with on campus tutorials. If you are unable to attend a session due to factors outside your control, you are expected to inform your tutor and engage in the activities set before the next scheduled session.

In week *6,* tutorials will take place which will provide you with the opportunity to discuss your progress on the module and receive feedback on assessments.  This may be face-to-face or online as arranged.

To complete the module successfully you must allocate a substantial amount of independent study time, which will include undertaking set activities and carrying out assessment activities.

## 3. Graduate Attributes

Graduate attributes are the personal qualities and skills which the University of Bolton community values, and which a student is expected develop during their time at the University. Graduate attributes act as a point of reference for a student's personal development and support the articulation of employability and transferable skills.

In total there are 10 graduate attributes (GAME). This module seeks to support the development of:
Problem solving,
Effective communication

## 4. Module Communications

The Module Tutor's contact details are provided at the top of this page.  You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However responses will be longer in holiday periods.

## 5. Module Description

The aims of this module are: To enable you to acquire an understanding of the problems associated with managing an organisation within the context of the modern business environment; To enable you to develop a critical awareness of how management accounting techniques can aid management decision making, planning and control. The GAME attributes covered in this module are - problem solving and effective communication.

## 6. Learning Outcomes and Assessments

| Module Learning Outcomes | Assessment No. and Type |
|---|---|
| LO1 Categorise management accounting and specific quantitative techniques. | Assessment 1: Report |
| LO2 Apply the main current technical language and practices of management accounting. | Assessment 1: Report |
| LO3 Demonstrate analytical thinking and synthesis skills by manipulating financial and other data to undertake numerical analysis. | Assessment 2: Written Exam |
| LO4 Analyse business operations through the use of relevant decision analysis and performance measurement. | Assessment 2: Written Exam |

## 7. Assessment Deadlines

| | Assessment item | Due Date | Weight |
|---|---|---|---|
| 1 | 2500 Word Report | Week 8- 11th November 2021 at 4pm | 30% |
| 2 | 3 Hour Examination | Week 15- Date TBC | 70% |

## 8. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your work to be marked and feedback provided not more than 15 working days** from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

## 9. Module Calendar

| Session No. | Date or Week Commencing | Topics Covered | Planned Delivery Method* |
|---|---|---|---|
| 1 | 20/09/2021 | Introduction to the module | On campus and Zoom |
| 2 | 27/09/2021 | Decision making - relevant costs, limiting factors, risk and uncertainty | On campus and Zoom |
| 3 | 04/10/2021 | Decision making - relevant costs, limiting factors, risk and uncertainty | On campus and Zoom |
| 4 | 11/10/2021 | Capital Investment Appraisal - Payback method, Accounting Rate of Return, Net Present Value and Internal Rate of Return | On campus and Zoom |
| 5 | 18/10/2021 | Advanced Manufacturing Systems and relevant accounting systems (TQM, Target Costing and ABC) | On campus and Zoom |
| 6 | 25/10/2021 | Tutorials | On campus and Zoom |
| 7 | 01/11/2021 | Budgeting and Budgetary Control - technical and behavioural aspects | On campus and Zoom |
| 8 | 08/11/2021 | Standard Costing and Advanced Variance Analysis | On campus and Zoom |
| 9 | 15/11/2021 | Tutorials & Employability week | Zoom |
| 10 | 22/11/2021 | Management Control Systems in Divisionalised organisations | On campus and Zoom |
| 11 | 29/11/2021 | Management Performance Measurement - KPIs, Balanced Scorecard, EVA | On campus and Zoom |
| 12 | 06/12/2021 | Decentralisation and Interdepartmental Transfer Pricing | On campus and Zoom |
| 13 | 13/12/2021 | Revision Sessions | On campus and Zoom |
| 14 | 03/01/2022 | Tutorials/Revision sessions | On campus and Zoom |
| 15 | 10/01/2022 | Examination Week | On campus |

* *Subject to change in the event of any campus restrictions*

## 10. Formative Assessment

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms including activities, small tests, quizzes and group work and does not contribute to the final module mark.

It is designed to provide you with feedback on your progress and inform your development. It can be used to identify any areas which would benefit from extra attention on your part, or extra support from your tutor. It does not contribute to the overall formal assessment for the unit. During seminar time, you will be provided with a series of mini tasks to complete, which will test your understanding of the topics covered.

## 11. Indicative Reading

Drury, C. (2017) Management and Cost Accounting. 10th ed. South-Western: CENGAGE.

Bhimani, A. (2003) Management Accounting in the Digital Economy Oxford: Oxford University Press.

Horngren. C, Sundem. G, Burgstahler. D, and Schatzberg. J. (2014) Introduction to Management Accounting, 16th Ed. Pearson.

Bhimani, A. (2021). Accounting Disrupted: How Digitalization Is Changing Finance, Wiley.

Burns, J., Quinn, M., Warren, L. & Oliveira, J. (2013). Management accounting. Maidenhead: McGraw-Hill Education.

Drury, C. (2019) Management Accounting for Business, 7th ed. Cengage Learning.

Horngren, CT. Bhimani, A. Datar, S. Rajan, M. (2015) Management and Cost Accounting. 6th Ed.

## 12. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.

2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.

3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).
   Where a word limit is specified, the following penalty systems applies:

- Up to 10% over the specified word length = no penalty
- 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
- More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.

4. All written work should be referenced using the standard University of Bolton referencing style– see: https://libguides.bolton.ac.uk/resources/referencing/

5. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.

6. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).

7. **Late work will be subject to the penalties:**
- Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
- More than 7 calendar days late = This will be counted as non-submission and no marks will be recorded.

   Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted. Students may request an extension to the original published deadline date as described below.

8. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor.  You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

   Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects and artefacts which, at the discretion of the Programme Leader, may be longer than 14 days.
   **Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.**

   Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

   Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.


## 13. Procedures for Examinations
1. Examinations are usually held during Week 15.  Examination timetables are posted on the web in advance of the examination period. See:
   http://www.bolton.ac.uk/Timetables/ExamTimetables/Home.aspx

2. **It is essential that you note the dates of any examination, including resit examinations and ensure that you are available to take them.**
   <u>Please note that we do not accept holiday bookings as a legitimate reason for missing an examination.</u>

3. Examinations take a variety of forms. Some may be traditional closed book format; some may use a case study which you are given in advance. Some may allow you to use textbooks or notes during the examination. Please ensure you check the format of your examination in advance.

4. It is important that you prepare fully for examinations. Revision slots are indicated on your module calendar. Failure to attend these and other timetabled sessions will seriously jeopardise your success in examinations.

5. You will need to check the room location and equipment requirements in advance. Please ensure that you reach the examination room **at least 20 minutes prior to the timetabled start**. You will need to bring with you your **University of Bolton Student Identity Card**, as proof of your identity. Failure to supply your identify cards may result in you not being allowed to take your examinations.

6. Students whose English is a second language may take a hard-copy language translation dictionary into the examination. Such dictionaries must not be marked in any way.

7. If you require any special examination arrangements to be made, please ensure that Disability Service is made aware of these well in advance.

8. Please refer to the Examination Procedures for further details. See:
   https://www.bolton.ac.uk/about/governance/policies/student-policies/

9. Past examination papers are available via the following link:
   http://www.bolton.ac.uk/Quality/EEE/ExaminationPapers/Home.aspx

## 14. Academic Misconduct
Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:
https://www.bolton.ac.uk/student-policy-zone/student-policy-zone-2021-2022

## 15. Assessments

Refer to individual assessment available on the Module Moodle Page.

## 16. General Assessment Guidelines for Written Assessments Level HE5

| | % | Relevance | Knowledge | Argument/Analysis | Structure | Presentation | Written English | Research/Referencing |
|---|---|---|---|---|---|---|---|---|
| Class I (Exceptional Quality) | 85-100% | Directly relevant to title. Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge/understanding of theory and practice for this level through the identification and critical analysis of the most important issues and themes. | Makes exceptional use of appropriate arguments and/or theoretical models. Demonstrates some distinctive or independent thinking. Presents an exceptional critical analysis of the material resulting in clear, logical and original conclusions. | Coherently articulated and logically structured. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | An exceptionally well written answer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| Class I (Excellent Quality) | 70-84% | Directly relevant to title. Addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an excellent knowledge/understanding of theory and practice for this level through the identification and analysis of the most important issues and themes. | Makes creative use of appropriate arguments and/or theoretical models. Presents an excellent analysis of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | An excellently written answer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style. |
| Class II/i (Very Good) | 60-69% | Directly relevant to title. Addresses most of the assumptions of the title and/or the requirements of the brief. | Demonstrates a very good knowledge/understanding of theory and practice for this level through the identification and analysis of key issues. | Uses sound arguments or theoretical models. Presents a clear and valid analysis of the material in the main with clear, logical conclusions. | Logically constructed in the main. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | A very well written answer with standard spelling and grammar. Style is clear and academic. | Sources accurately cited in the text and a range of appropriate references cited in reference list in the correct style. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title/brief, but sometimes considers irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and analysis of some key issues. | Presents largely coherent arguments. Evidence of attempted analysis, with some descriptive or narrative passages. Conclusions are fairly clear and logical. | For the most part coherently articulated and logically structured. An acceptable format is used. | The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main. | Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title/brief.  Superficial consideration of the issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to analyse key issues. | Presents basic arguments, but focus and consistency lacking in places. Issues are vaguely stated. Descriptive or narrative passages evident which lack clear purpose. Conclusions are not always clear or logical. | Adequate attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places. | Some relevant sources cited. Some weaknesses in referencing technique. |
| Borderline Fail | 35-39% | Significant degree of irrelevance to the title/ brief. Only most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues. | Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical. | Poorly structured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. Style is non-academic. | Limited sources and weak referencing. |

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|---|---|---|---|---|---|---|---|
| Fail | <34% | Relevance to the title/brief is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Inadequate arguments and no analysis. Conclusions are sparse. | Unstructured. Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking. FTP as above. | Poorly written with numerous deficiencies in grammar, spelling and expression. Style is non-academic. | An absence of academic sources and poor referencing technique. |