

## MODULE DESCRIPTOR

<b>TITLE</b>	Financial Information for Business Decisions
<b>SI MODULE CODE</b>	25-6075-00L/C
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	N340
<b>SUBJECT GROUP</b>	Business Operations & Systems
<b>DEPARTMENT</b>	Finance Accounting and Business Systems
<b>MODULE LEADER</b>	Neil Fletcher

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>33</b>	<b>N/A</b>	<b>167</b>	<b>200</b>

*\*to be used for Key Information Sets - see Module Descriptor guidance notes*

### **MODULE AIM**

- To develop an understanding of the functions and form of financial statements
- To develop an understanding of the significance of the regulatory, political and economic contexts for the understanding of publicly available financial information including corporate governance and audit.
- To enable the student to access published financial statements and other financial and non financial data relevant to business decisions.
- To develop a critical understanding of the analysis of financial statements and other sources of financial data.

### **MODULE LEARNING OUTCOMES** (up to 4 LOs max)

By engaging successfully with this module a student will be able to

1. Assess the purposes of financial reports and how they are prepared;
2. Analyse the professional, political and economic contexts of corporate reporting including corporate governance and audit and critically assess the implications of these for the construction and understanding of financial statements;
3. Critique the notion of creative accounting and analyse the more questionable manipulation of financial data and the effect and implications of this;
4. identify and critique the tools available for financial statement analysis for a variety of purposes;
5. apply appropriate tools of analysis to a range of financial information from a variety of organisations (both UK and overseas);
6. Comment critically upon the relationships between financial information and the operation of financial markets.

### **INDICATIVE CONTENT**

- Sources of financial data relating to companies and databases available at SHU
- The background of accounting, its history and general form
- The purpose and structure of financial statements - the International Accounting Standards Board Framework
- Values in financial statements
- The effect of accounting choice and manipulation of financial statements. The importance of accounting policies
- The agency problem, executive rewards, corporate governance and audit
- Accounting/legal regulation and standards
- A structured approach to the interpretation of financial statements
- Cash flow analysis
- Credit analysis
- The significance of stock market prices, the drivers of these prices and the relationship of these to financial information including dividend, earnings and other announcements
- Corporate Social Responsibility and the reporting of this

### **FURTHER INFORMATION ABOUT THIS MODULE**

**FURTHER / ADDITIONAL INFORMATION IS AVAILABLE TO SUPPORT THIS MODULE, INCLUDING ASSESSMENT CRITERIA DETAILING HOW YOUR PERFORMANCE IN THE MODULE WILL BE MEASURED, HOW YOU WILL RECEIVE FEEDBACK, DETAILS OF LEARNING RESOURCES AND KEY READINGS**

**THIS INFORMATION CAN BE FOUND IN THE MODULE HANDBOOK / BLACKBOARD SITE.**

**NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE FROM YEAR TO YEAR**

### **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways

*The learning philosophy aims to encourage students to develop analytical, evaluative and critical patterns of thought with particular reference to the information that is available relating to companies. To achieve this, a variety of teaching and learning methods are used and students are directed to apply knowledge gained to a specific company in a group context.*

- Lectures which are used to introduce concepts and reporting frameworks necessary to resolve financial reporting issues.
- Student based classes at which each learning set of students make a presentation based on their chosen company and applying the findings of their own research activities.
- Summative assessment will involve course work and examinations. The course work will be used to encourage students to research their chosen company and other real world issues. This will take the form of group presentations and individual written work. The examination will confirm that individual students are able to understand the material that they have researched relating to their company and also that they can apply techniques of financial analysis.
- Student will receive feedback in a number of ways. During seminars that do not contribute to summative assessment, verbal feedback will be given. Written feedback will be provided for the summative element of the assessment process. The coursework feedback will be both formative and summative.

### **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Coursework	CW	50%	2000 words	No
2	Exam	EX	50%	2 hours	No

*\*Assessment task limit of a max of **two** tasks per 20 credits, and a max of **three** tasks for a module larger than 20 credits*

*\*\* Timetabled examinations - duration must be whole numbers of one, two or three hours and ten minutes of reading time will be added on to this as standard.*

### **FEEDBACK**

Students will receive feedback on their performance in the following ways

- Written feedback and feed forward on the presentation within three weeks from delivery
- Written feedback on the report within three-four weeks from the submission deadline.

### **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

- Management accounting - Gowthorpe, Catherine 2008
- Accounting: an introduction - McLaney, E. J., Atrill, Peter
- Information asymmetry, corporate disclosure, and the capital markets: A review of the empirical disclosure literature - Paul M Healy, Krishna G Palepu
- The Role of Accounting in the Financial Crisis: Lessons for the Future - S. P. Kothari, Rebecca Lester
- What is the Actual Economic Role of Financial Reporting? - Ball, Ray 2008
- A methodology for analysing and evaluating narratives in annual reports: a comprehensive descriptive profile and metrics for disclosure quality attributes - Vivien Beattie, Bill McInnes, Stella Fearnley 2004-9

## **SECTION 2    MODULE INFORMATION FOR STAFF ONLY**

### **MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

#### **MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	<b>Module Begins</b>	<b>Module Ends</b>
<b>Course Intake 1</b>	29/09/14	30/05/15
<b>Course Intake 2</b>		
<b>Course Intake 3</b>		

<b>Is timetabled contact time required for this module?</b>	Y
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<b>Are any staff teaching on this module non-SHU employees?</b>	N
<b>If yes, please give details of the employer institution(s) below</b>	

<b>What proportion of the module is taught by these non-SHU staff, expressed as a percentage?</b>	0%
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#### **MODULE ASSESSMENT INFORMATION**

<b>Indicate how the module will be marked</b>	
<b>*Overall PERCENTAGE Mark of 40%</b>	Y
<b>*Overall PASS / FAIL Grade</b>	N

*\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks*

#### **SUB-TASKS**

<b>Will any sub-tasks (activities) be used as part of the assessment strategy for this module?</b>	N
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*If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.*

#### **FINAL TASK**

<b>According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)</b>	Task No.  2
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#### **NON-STANDARD ASSESSMENT PATTERNS**

<b>MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.</b>	
<b>NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.</b>	