Sheffield Hallam University

MODULE DESCRIPTOR

TITLE	Accounting Skills for Managers
SI MODULE CODE	19-4B03-00S
CREDITS	10
LEVEL	4
JACS CODE	N300
SUBJECT GROUP	Hospitality
DEPARTMENT	Service Sector Management
MODULE LEADER	James Bostock

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
18		82	100

MODULE AIM
- Equip students with the financial knowledge and skills necessary to make planning, decision making and control decisions in the workplace.

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

- Prepare simple financial statements (income statement, statement of financial position) and interpret the statements through the calculation of financial ratio's
- Discuss the importance of cash flow and budgeting to a business, and explain how their calculation can be used to identify financial problems.
- Evaluate how the component parts of working capital can be managed and how short term sources of finance can be used to solve liquidity problems
- Analyse financial information to identify problems within the business and develop a logical plan of action to solve these issues.

INDICATIVE CONTENT
- Incomes statement & the statement of financial position; analysis and interpretation of these accounts
- Financial ratios, their calculation, implications and how they can be used to make business decisions; limitations of ratios
- The main features of cash flow, its preparation and what it tells us about the business
- Budgets and planning; preparing the cash budget; using budgets to exert control over the business
- How to manage working capital (Inventories, cash, receivables, payables) efficiently and effectively
- Securing short term finance; evaluate these sources; identify the most appropriate for business.

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 and teaching strategy is designed to engage students actively with their acquisition of the accounting skills required of managers in the service sector. The module enables students to

learn relevant accounting skills and then to apply these rules to decision-making problems. It is generally accepted that students learn the application of the toolkit of skills most effectively when working at their own pace and in their own time. Therefore, once the core skills have been explained and demonstrated in lectures and seminars, students will be provided with module-specific resources to practice and develop their skills in a controlled and progressive manner. Students will be aided in the acquisition of the generic skills of management accounting by using industry relevant examples to illustrate key points.

The module will be assessed by two pieces of coursework in the form of a phase test and case study report essay. The first assessment will be an early assessment of the students' ability to understand the basic underpinnings of financial accounting focusing on technical competence in subject specific skills. The second assessment will be delivered late in the course and will test students' competence in a further range of management accounting skills.

ASSESSMENT CRITERIA
As a minimum threshold students will demonstrate:

Task 1
• Accurate Construction of financial statements
• Demonstrates knowledge of accounting skills and techniques to make sound management decisions
• Valid interpretation of financial data using ratio's

Task 2
• Assess how managers use budgets and cash flow statements to plan and control the business
• Demonstrates knowledge of accounting skills and techniques to make sound management decisions
• Clear structure, presentation and writing skills within the report
• Referencing within report
• Clear structure, delivery and referencing within report

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Phase test (Individual)	CW	50	45mins	Y
2	Case study report (Individual)	CW	50	1000	N

FEEDBACK
Students will receive feedback on their performance in the following ways

Students on this module will receive feedback from summative and formative assessment that will occur throughout the module. The test results will be marked electronically so as soon as they finish the test the students will receive their grade. Verbal feedback on the phase test assessment will occur in the seminar immediately after the phase test, with seminar tutors going through the phase test giving the correct response and explaining how the answer was calculated. There will also be a PowerPoint presentation, accessible via Blackboard, that will explain the answers.

The case study report has been designed to enable the seminar tutor to provide individual and group support to clarify tasks and provide feedback on completed work – this is so students can make adjustments to their work to enhance their report. Feedback will be continuous – before, during and immediately after each assessment point so that students and the tutor can monitor performance and make required adjustments to learning. Feedback will be in a variety of modes verbal, written and electronic.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

- **Core Texts**
  - Dyson, J. R. (2010) Accounting for Non Accounting Students - 8th Ed. Pearson.
    - **This textbook is also available as an ebook**
  - Proctor, R. (2012) Managerial Accounting - Decision Making and Performance Management. Pearson.
- **General – Supporting Texts**
  - Drury, C. (2012) **Management and cost accounting – 8th ed.** Andover, Cengage Learning
  - Kimmel, P. D. (2010) **Financial accounting : tools for business decision making – 5th Ed.** Hobocken, Wiley
  - Augustine, B. (2008) **Financial accounting : an introduction.** Harlow, Financial Times Prentice Hall

- **Hospitality**
  - Burgess, C. (2010) Essential Financial Techniques for Hospitality Managers. Goodfellow
  - Hales, J. & van Hoof, H. B. (2010) Accounting and Financial Analysis in the Hospitality Industry (Hospitality Management Essentials). Prentice Hall
  - Guilding, C. (2009) Accounting essentials for hospitality managers - 2nd Ed. London, Butterworth-Heinemann
- **Tourism**
  - Harris, P. (2011) Profit Planning for Hospitality and Tourism – 3rd Ed. Goodfellow Publishers
  - Beech, J. &Chadwick, S. (Eds) (2006). The business of tourism management. Harlow, Financial Times Prentice Hall
- **Events**
  - Bladen, C., Kennell, J., Abson, E. & Wilde, N. (2012) Events Management – An Introduction. Routledge. Chapter 6
  - Bowdin, G., Allen, J. O'Toole, W., Harris, R., & McDonnell, I. (2010) Events Management – 3rd Ed. Butterworth-Heinemann. Chapter 9
  - Shone, A. & Parry, B. (2010) Successful Event Management A Practical Handbook - 3rd Ed. Cengage Learning. Chapter 6
- **Food**
  - June, P. & Theis, M. (2011) **Foodservice management: principles and practices – 12th Ed.** London, Pearson. Chapter 17

- **Software**
  - Excel

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	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	September 2013

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.*

	Module Begins	**Module Ends**
Course Intake 1	23/9/2013	20/12/2013
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	**N/A**

MODULE ASSESSMENT INFORMATION

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

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

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

FINAL TASK

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)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

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