

HONG KONG ACADEMY OF COMMERCE (HKAC)

**PROFESSIONAL DIPLOMA IN ACCOUNTING AND FINANCE
INTERNATIONAL
(PDAFI)**

**PROGRAMME HANDBOOK
FOR
STUDENTS AND STAFF**

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Disclaimer

Hong Kong Academy of Commerce (HKAC) will do their best to provide the best learning experience described in this Student Handbook to every student enrolled on the Programme.

The Student Handbook does not, however, represent a binding contract, and HKAC reserve the right to make changes to preserve the quality of the PDAFI.

INTRODUCTION AND WELCOME

Welcome to the PDAFI. This Handbook presents some of the information you need for success in your studies to obtain the Professional Diploma in Accounting and Finance International (PDAFI) awarded by Hong Kong Academy of Commerce (HKAC).

We hope that you find your time studying the PDAFI an enjoyable and beneficial one.

Registration

A student must register with for the PDAFI awarded by HKAC.

The Programme Team

The Programme is managed by the HKAC Academic Leader and Programme Manager with support from members of academic and staff. These and other members of staff at HKAC will be pleased to help you if you have any enquiries about the programme.

POSITION	NAME
Academic Leader	
Programme Manager	

Health and Safety

For the purposes of the Health and Safety, you have a duty to take reasonable care for the health and safety of yourself and of other persons and co-operate with HKAC in fulfilling its statutory duties.

Attendance

It is very important that you attend lectures and other scheduled sessions with your tutors. If, however, you are unable to attend because of illness or for any other good reason, it is essential that you inform the Programme Administrator. Apart from being common courtesy, this will allow the Programme Administrator to inform you, at the earliest opportunity, of any important information that you might be missing. If you are absent through illness for more than a few days a medical note should be provided. Please ask at the HKAC Office for details. It should also be noted that attendance is not only beneficial to your studies but that assessment boards may take into account your attendance record when making decisions regarding opportunities for retrieval work. Attendance registers will be taken at lectures and the records will be available at all assessment boards.

Programme Management

The programme is managed by the Programme Management Team, which consists of the Academic Leader along with Programme Administrators and Module Tutors. There will also be an elected student representative from each student group who is invited to attend the Programme Committee Meetings (once per semester). The purpose of these meetings is to discuss any issues that arise surrounding the programme and it is therefore vital that a student representative is present so that we can get a full picture of any problems that might have arisen in the implementation of the programme. Minutes are taken at these meetings and therefore any important issues raised by the student representative will be recorded and made as points for action. In most cases, issues raised by the student representatives will be acted on before the next Programme Committee Meeting.

Should you have any comments or criticisms then these should be directed to the appropriate member of the Programme Team, i.e. The Module Tutor, Academic Leader, Programme Administrators or Student Representative. These can then be dealt with as soon as possible rather than waiting for the next meeting. If you wish to meet with the Academic Leader or a Module Tutor to discuss any issues then you may call into their office. However, to guarantee that they will be available to see you, an appointment should be made. You may also contact members of staff by leaving messages at the HKAC Office.

HKAC always seeks to include student representatives in its quality assurance procedures. The annual monitoring of each programme is undertaken by the Programme Management Committee.

Programme Evaluation

The Programme is evaluated by the staff teaching the modules, by the Programme Management Team and by its students. You will be asked each Semester to comment on the Programme and where necessary to make constructive criticism using the Module Evaluation / Student Satisfaction Surveys. At the end of the year the Programme Management Team reviews all reports and makes changes, where possible, to improve the Programme.

Recognition

The PDAFI is accredited by The Association of International Accountants (AIA) for Exemptions from Papers 1 – 12 of the AIA Examination Syllabus (Page 63).

Combining the PDAFI with the Final Year of an Accounting Degree will enable exemptions from the Association of Chartered Certified Accountants (ACCA) and CPA and IPA in Australia.

AIMS AND LEARNING OUTCOMES OF THE PROGRAMME

The **Aims of the Programme** are as follows:-

1. To develop appropriate transferable knowledge and skills which reflect academic developments in the field of accounting and current best practice in accounting
2. To encourage continuing academic and professional development to equip students to become life-long learners
3. To assist students achieve personal development and competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement
4. To develop capability in the exploration, analysis and evaluation of accounting issues and concepts including an awareness of ethical and environmental issues
5. To provide students with the opportunity to unify conceptual and analytical frameworks with practice through a variety of contexts appropriate to accounting
6. To produce students' with a strong academic and vocational background and who are competent in applying accounting techniques to meet the needs of various types of organisations

Programme Outcomes – the programme provides opportunities for the student to achieve and demonstrate the following learning outcomes:

Knowledge and Understanding

A1

Knowledge and understanding of a range of contexts in which accounting operates

- The legal and social environment
- The accountancy profession
- Incorporated and unincorporated businesses
- The capital markets

A2

Knowledge and understanding of the main current technical language and practices of accounting

- The adoption of International Financial Reporting Standards.
- Recognition, measurement and disclosure of income, expenditure, assets and liabilities in financial statements
- Taxation and its impact on businesses and their employees
- Managerial accounting

A3

Knowledge and understanding of some of the alternative languages and practices of accounting

- Alternative income recognition rules
- Alternative management accounting approaches to control and decision making

A4

Knowledge and understanding of contemporary theories and empirical evidence concerning accounting and the ability to critically evaluate such theories

- Accounting and the firm
- Social aspects of accounting issues
- The Harmonisation debate

A5

Knowledge and understanding of the theories and empirical evidence concerning financial management, risk and the operation of the capital markets

- Working Capital Management
- Role and framework of financial management
- Strategy and sources of financing

Intellectual Skills**B1**

Demonstrate the ability to critically evaluate arguments and evidence

B2

Demonstrate the ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student such as through the acquisition, analysis and critical evaluation of qualitative and quantitative data relating to financial management issues

B3

Demonstrate and exercise judgement in the face of a variety of data such as through sensitivity to the intended purpose for which the data will be used and the nature of the intended audience

B4

Demonstrate the capacity for independent and self-managed learning and also personal development through thoughtful self-reflection

Practical Skills

C1

Demonstrate the following subject specific skills

- Accepted techniques for recording, analysing, classifying and summarising financial transactions for business entities
- The preparation of financial statements in a form appropriate for the intended purpose
- The analysis of the operations of a business such as the use of management accounting techniques in management decision-making and performance measurement
- Financial analysis and projections such as the analysis of financial ratios, budgeting and discounted cash flow analysis

C2

Demonstrate the ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of these sources

C3

Demonstrate the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level such as the use of quantitative methods in decision-making in a financial environment and to prepare information for management control and decision-making

C4

Demonstrate the use of communications and information technology to acquire, analyse and communicate quantitative and qualitative information such as through the use of word processing software, spreadsheets, presentational software such as MS PowerPoint, the internet and on-line subject information or general reference databases and multimedia CD-ROMs

Transferable Skills

D1

Group working: work effectively as part of a team which will encompass oral and written presentations as well as other inter personal skills, such as effective negotiation, conflict resolution and motivation of others within a group situation

D2

Learning resources: numerical and ICT skills

D3

Self-evaluation: reflect upon own and others' practice in order to continually improve

D4

Problem solving both in structured and unstructured contexts

D5

Personal development: gain the skills needed to pursue professional development throughout their careers. To manage own learning effectively demonstrating the ability to reflect upon experiences and develop strategies for improving performance

D6

Communication: confidently engages in academic communication both oral and written with others, reporting clearly and competently

STRUCTURE OF THE PROGRAMME

YEAR ONE	Credits	Total Credits
Business Economics and Cost Accounting	20	
Financial Accounting I	20	
Business Management and Marketing	20	
Business Law and Company Law	20	
Quantitative Methods and Management Information Systems	20	
Auditing and Taxation	20	
		120
YEAR TWO		
Financial Management	20	
Auditing	20	
Taxation	20	
Management Accounting	20	
Financial Accounting II	20	
Business English and Research Skills	20	
		240

LEARNING AND TEACHING

Induction

The aim of induction is to provide orientation, support and advice to students.

- encouraging students to develop a proactive approach to learning and self-development and the acquisition of personal transferable skills
- increasing student confidence in learning autonomously
- ensuring students are aware of the philosophy underlying the delivery of the programme and to clarify the programme aims, content and structure; academic rigour and standards; and the assessment of learning outcomes
- introducing students to skill areas and personal qualities which will enable them to develop on the programme
- ensuring students are aware of the nature and requirements of the programme, the quality assurance and support systems available to them
- specifying in detail the schedule of student activities and in particular the assessment arrangements
- making explicit that students are required to set and manage their own
- learning for significant parts of their programme and to identify and use appropriate learning resources
- selecting Student Representatives for the Programme Committee meetings
- delivery methods – the importance of attendance, commitment to class preparation for discussion, the importance of participating in team work and the ethos of individual learning along with reflection and plagiarism issues
- complete the enrolment process

Induction will be a process integrated into the programme and not viewed as a one-off administrative activity. Module tutors will remind students during lectures on plagiarism issues, how to manage time, adapting to the learning environment, information on writing assignments (referencing, structure and composition of essays) and examination techniques.

Schedules

Your study will follow the pattern below for each Module. A more detailed calendar will be provided separately with actual dates to include Holidays.

WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WKS 11 – 12
TEACHING AND LEARNING COURSEWORK										
										REVISION AND FINAL ASSESSMENT

Learning and Teaching Strategy

The learning outcomes will be achieved through independent study and a variety of different teaching and learning approaches but will always remain student / research centred.

Students will be encouraged to read widely and deeply.

- The language of delivery and assessment is English.
- Every Module Tutor will have access to the appropriate module resource material – lectures and seminar material, reading lists as well as assignment details.
- Assessment procedures will follow the requirements as indicated in the PDAFI module descriptors. Assignments will be set by the Module Tutor.
- Marking criteria are based on HKAC standards.
- Module Tutors will first and (sample) second mark the relevant assessments..

The Learning Process

The general approach to the learning process for all Modules is one which involves:

- A lecture programme
- Independent activity

You will be involved in three types of learning situation:

1. Contact with the lecturer (“supported hours”)
2. Study outside class times as directed by the lecturer (“directed learning”)
3. Study at your own initiative (“independent learning”)

Contact hours + directed study hours + independent learning = total study hours. Total study hours define the Credit Volume for a module (using the formula 1 credit = 10 study hours).

For a 20-credit module – 30 contact hours, 170 directed and independent study hours which includes time spent writing assignments or revising for examinations.

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods that place an emphasis on lectures and learner participation, which may use a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self study
- (d) Independent reading
- (e) In-class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

ASSESSMENT

Assessment forms an integral part of the learning process and will keep pace with the delivery of each module. Its purpose is to provide:

1. Feedback so that you are able to judge how well you are developing and achieving module learning outcomes, and what you might need to do to improve (formative assessment)
2. A record of results relating to progression through the programme and the achievement of final or intermediate awards of qualifications (summative assessment)
3. Testing of all learning outcomes (but not necessarily summative)
4. Confirmation of the standard of your achievement measured against external benchmarks

You will be given a guidance sheet for each summative assessment, which will tell you (a) the module title, (b) the assessment title (and number if there are more than one), (c) the module leader, (d) the date on which it is to be submitted, (e) whether it is to be completed individually or a by group, (f) the learning outcomes to be assessed, (g) the form and size of the output required and whether there will be any penalty for under- or over-size; (h) any working information - for example, case study, data, scenario and your role in it, (i) the criteria by which your work will be graded (j) any advice on sources of information, techniques, module content to be used, (k) the means of retrieving a failure.

It is your responsibility to ensure that you get all the assignment guidance sheets and that you know when work is to be submitted.

Coursework / Assignment

Coursework is an Assignment task which may include written essays, reports, projects, or giving a presentation.

Guidance on assignment writing and referencing will be given at the Induction.

Work must be submitted using the designated assignment top-sheet.

A copy of the top sheet will later be returned with the work, showing the tutor's comments and a provisional mark. The mark will have been given by the designated assessor for the module. A sample of coursework is second-marked and some will be seen by HKAC. Marks returned when the work is handed back are provisional and subject to change. The final mark is not confirmed until feedback from HKAC.

Exams

You will also be assessed by Closed Book Examinations in all the Modules except Business English and Research Skills. Doing well in exams is all about being well prepared. This includes adopting a revision strategy with regard to the subject and good examination technique. Many students perform badly in exams as a result of poor technique. The web link below will help you to better plan for examinations:

<http://www.bbc.co.uk/dna/h2g2/A520859>

You must bring your Identity Card to each examination sitting. You must also bring a non-programmable calculator to the examination.

MODULE	ASSESSMENT WEIGHTING	ASSESSMENT QUESTIONS
Business Economics and Cost Accounting	Examination (100%)	Multiple Choice + Problem Solving and Written Evaluations
Financial Accounting	Examination (100%)	Problem Solving and Written Evaluations
Business Management and Marketing	Assignment (30%) Examination (70%)	Case Study Long Questions
Business Law and Company Law	Assignment (30%) Examination (70%)	Case Study Long Questions
Quantitative Methods and Management Information Systems	Examination (100%)	Multiple Choice + Problem Solving and Written Evaluations
Auditing and Taxation	Examination (100%)	Problem Solving and Written Evaluations
Financial Management	Examination (100%)	Problem Solving and Written Evaluations
Auditing	Assignment (30%) Examination (70%)	Case Study Long Questions
Hong Kong Taxation	Examination (100%)	Problem Solving and Written Evaluations
Management Accounting	Examination (100%)	Problem Solving and Written Evaluations
Financial Accounting II	Examination (100%)	Problem Solving and Written Evaluations
Business English and Research Skills	Coursework (45%), Skills Development Portfolio (45%), Group Presentation (10%)	Essays, Reports, Group Presentations and Portfolio

Assessment Guideline for Pass, Referral Fail Grades

Pass (P, M or D Grades)

In order to PASS a Module, students must achieve a MINIMUM OVERALL MODULE PASS MARK of 50% with the Minimum Pass Mark for All Examinations being 50%.

If the Coursework Assignment is less than 50%, the student will still PASS the Module so long as the Examination Mark is greater than 50%.

Coursework Mark	Weighting %	Examination Mark	Weighting %	Overall	Outcomes
N/A	N/A	50	100	50	Pass Module
50	30	50	70	50	Pass Module
40	30	55	70	51	Pass Module

Referral (R Grade)

REFERRAL means that you have NOT achieved sufficient for a PASS, but have the opportunity to be RE-ASSESSED in order to PASS. You are entitled to REFERRAL if you have an OVERALL MODULE MARK OF 40 – 49%.

You will be entitled to one REFERRAL OR ONE ATTEMPT AT RE-ASSESSMENT.

Coursework	Weighting	Examination	Weighting	Overall	Outcomes
Mark	%	Mark	%		
N/A	N/A	45	100	45	Referral – Reassess Examination
50	30	45	70	47	Referral – Reassess Examination
40	30	50	70	47	Referral – Reassess Coursework
45	30	45	70	46	Referral – Reassess Coursework and Examination

Fail (F Grade)

A FAIL is when the OVERALL MODULE MARK IS LESS THAN 40%. A FAILED or UNTAKEN RE-ASSESSMENT also becomes a FAIL. You will need to RETAKE the Module, in addition to taking your normal programme of Modules. You will be CHARGED for a Module RETAKE.

Coursework	Weighting	Examination	Weighting	Overall	Outcomes
Mark	%	Mark	%		
N/A	N/A	35	100	35	Retake Module
30	30	40	70	37	Retake Module
50	30	30	70	36	Retake Module
0	30	50	70	35	Retake Module

Regulations

- Students must pass all modules to be awarded the PDAFI
- Late submission of coursework without documented and approved mitigating circumstances is penalised in accordance with the following criteria:
 - Less than seven days late – maximum mark of 50%
 - Equal to or more than seven days late – mark of 0%
- The overall pass mark for a module is 50%. Where a module includes two or more elements of assessment, the final module mark is expressed as a whole number. The weighted average of the elements of assessment is rounded up when the decimal places are 0.5 or higher (e.g., 65.50 is rounded up to 66%, but 65.49 is rounded down to 65%)
- A student shall be entitled to a single opportunity for reassessment if the overall mark for the module is in the range 40 – 49%
- Where an assignment exceeds the set word (or other) limit, a penalty of 5 marks will be deducted from the initial assignment mark for every 10% in excess of the word (or other) limit. Unless specified otherwise in a particular assessment brief, the word count of an assessment includes all material such as quotations and quantitative or qualitative data presented within the main body of the text, but does not include references/bibliography or supplementary material presented in the form of an appendix

- Errors of Attribution are minor irregularities result in the award of a lower mark
- Assessment offences shall be investigated and the outcome of the investigation will be reported

Submitting and Collecting Work

- You should submit all in-programme work for assessment to the Programme Administrator by the hand-in date. Office hours are 09:00 – 19:00 Monday to Saturday. Complete the appropriate Assignment Marking Template available from the Programme Administrator and receive a receipt that acts as your proof of submission.
- Marked work will be returned during a class session not later than 2 working weeks from the submission date.
- Coursework Assignments should be submitted both in hard copy and electronically and the use of plagiarism detection software is used at random.
- Extensions to deadlines may be granted in exceptional circumstances with authorisation from the appropriate Module Tutor or Programme Administrator. This must be applied for prior to the submission date and be supported by appropriate evidence. Financial difficulties, computer crashes or disk errors are not grounds for exceptional circumstances.

Grading of Summative Assessments

Marking criteria define what will be considered by a Module Tutor in order to make a judgement on the correct grade to award for your submitted work. Specific criteria are indicated on assessment guidance sheets.

Each element of assessed work will be marked and graded according to the following table of alphanumeric grades:

The actual mark awarded within a band reflects the extent to which the assessed work has met the criteria associated with the grade.

70 + Work of the Highest Order

Mastery of the sources appropriate to the topic	Evidence of a wide range of reading
Careful and accurate documentation of all sources	High quality of presentation
Excellent structure and organisation	Clearly focused
Sustained level of coherent argument	Clear analysis
Excellent use of appropriate concepts	Excellent grasp of issues relevant to the topic
Synthesis of appropriate or diverse issues	Evidence of originality and distinctiveness

60 – 69 Very Good Work

Good and clear understanding of the topic/area	Wide range of appropriate reading
Careful and accurate documentation of all sources	Good quality of presentation: expression, clarity, syntax, grammar, spelling, and conciseness
Good level of explanation and analysis	Coherent and logical argumentation
Focus clear and unambiguous	Evidence of ability to use or apply appropriate conceptual frameworks
Evidence of some weaknesses	

50 – 59 Satisfactory work generally, though with identifiable weaknesses in respect of some of the criteria

Evidence of satisfactory understanding of the topic	Evidence of reading, though restricted in scope
Analysis mainly narrative rather than critical/reflective in form	Analysis not always comprehensive
Some factual omissions and evidence of misunderstanding	Satisfactory level of presentation though with occasional lapses in spelling, grammar, syntax, clarity of meaning, some repetition and/or irrelevance
Lapses in focus or structure of argumentation	Adequate documentation of sources

40 – 49 Marginal Fail or Referral displaying limited work with weaknesses in a number of areas

Evidence of some understanding and thought on the topic	Limited/negligible reading and understanding of sources
Answer superficial, significant gaps in the expected coverage	Evidence of confusion, repetition, and irrelevant matter
Poor quality presentation: spelling, grammar, syntax, and clarity of meaning	Poor/negligible documentation of sources
Expression too close to sources consulted	Limited use or understanding of key concepts or conceptual frameworks
Significant factual errors or omissions	Significant weaknesses in structure and organisation of the work
Poor focus and lacking coherence	

0 – 39 Fail displaying flawed work in respect of most/all of the criteria

Some signs of considered preparation OR Evidence of gross irrelevance and inability/failure to address at a critical level	Answer very superficial, limited evidence of basic understanding of issues relevant to the topic OR A complete or almost complete misunderstanding of the issues raised
Negligible/no reading	Poor understanding of the topic and the sources consulted
Very limited evidence of understanding and use of key conceptual or analytical frameworks OR Absence of sustained analysis/argumentation OR Total or near total absence of analysis	Very poor presentation: spelling, grammar, syntax, unclear meaning OR Expression of ideas may be flawed to the point where weaknesses in structure of arguments, grammar and spelling precludes understanding
Absence of documentation of sources	Weak structure and organisation of work
Focus very weak, serious lapses in coherence	Significant factual errors or omissions
Presentation poor OR No evidence of systematic preparation	Answer incoherent, disjointed, irrelevant, confused
Non-submission OR Unacceptable submission	Plagiarism / Copying

REFERENCING AND PLAGIARISM

Please note that correct referencing of source material which you use in assessments is not just good practice, but also is a protection against allegations of the unfair practice of plagiarism.

Students are expected to read widely in texts, journals or websites in preparation for assessments, but not to create a piece of work which is composed significantly of others' words (even if referenced). It is your own ability to think, reflect, analyse, and synthesise needs to be assessed, not just your ability to select sources.

The approved way of referencing is the Harvard Referencing System, which you can find at <http://library.ac.uk/publications/MakingBibliographies.pdf>

You must understand and use this system for all assessed work to avoid plagiarism and collusion. Plagiarism occurs when learners copy or pass off the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source as of these are learner's own work.

Collusion occurs when work collaboratively with other learners to produce work and that work is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners

In order to avoid plagiarism learner should use Harvard Referencing Systems both within the report (i.e. - using citation) and at the end of the report (i.e. - preparing a reference list).

There are two parts in this system:

1. Citation within text or body of the report

In this the author's surname and year of publication are cited in the text, e.g. (Bond, 2004)

2. List of References and a Bibliography

A reference list (of these citations) is included at the end of the assignment, in alphabetical order by author. The reference list also includes additional details such as the title and publisher.

A **Bibliography** lists relevant items that you have used in the preparation of the assignment but not cited in your text. A bibliography should also be in the Harvard style and the inclusion of such a list shows that you have read widely beyond the items you have cited.

Examples of Citations within Text or Body of the Written Work

1. Cormack (1994, p.32-33) states that.....
2. This view has been supported in the work of Cormack (1994, p.32-33)
3. Jones (1946) and Smith (1948) have both shown.....
4. Corporate Author: 1st citation: British Petroleum (BP), 2007
2nd citation: BP, 2007

Examples of listings in reference list

Books with one author

Redman, P., 2006. *Good essay writing: a social sciences guide*. 3rd ed. London: Open University in assoc. with Sage.

Books with two, three or four authors

The required elements for a reference are: Authors, Initials., Year. *Title of book*. Edition. Place: Publisher

Kirk, J. & Munday, R.J., 1988. *Narrative analysis*. 3rd ed. Bloomington: Indiana, University Press.

Books with more than four authors

For books where there are more than four authors, use the first author only with surname and initials followed by "et al".

The required elements for a reference are:

Author, Initials., Year. *Title of book*. Edition. (only include this if not the first edition)
Place: Publisher

Grace, B. et al., 1988. *A history of the world*. Princeton, NJ: Princeton University Press.

E-books

For e-books the required elements for a reference are:

Author, Year, *title of book*. [type of medium] Place of publication: Publisher

Fishman, R., 2005. *The rise and fall of suburbia*. [e-book]. Chester: Castle Press.

If available at website:

Fishman, R., 2005. *The rise and fall of suburbia*. [e-book]. Chester: Castle Press. Available at: libweb.anglia.ac.uk / E-books [accessed 5 June 2005]

Journal Articles

Author, Initials., Year. Title of article. *Full Title of Journal*, Volume number (Issue/Part number), Page numbers.

Perry, C., 2001. What health care assistants know about clean hands. *Nursing Times*, 97(22), p.63-64.

Newspaper Articles

Author, Initials. Year. Title of article. *Full Title of Newspaper* Day and month before page numbers of article.

Slapper, G. 2005. Corporate manslaughter: new issues for lawyers. *The Times*, 3 Sep. p.4-5.

Journal Articles from an Electronic Source

Boughton, J.M., 2002. The Bretton Woods proposal: an indepth look. *Political Science Quarterly*, [online]. 42 (6), Available at: <http://www.pol.upenn/articles> (Blackwell Science Synergy) [accessed 12 June 2005]

Internet

National electronic Library for Health. 2003. *Can walking make you slimmer and healthier?* (Hitting the headlines article) [Online]. (Updated 16 Jan 2005) Available at: <http://www.nhs.uk.hth.walking> [accessed 10 April 2005]

The title of a web page is normally the main heading on the page.

E-version of Annual Reports

Marks & Spencer, 2004. *Annual report 2003-2004*. [Online]. Available at: <http://www-marksand-spencer.co.uk/corporate/annual2003/> [accessed 4 June 2005]

Example of Citations and Reference List

References should be given for "all direct or indirect quotations, and in acknowledgement of someone's opinions, or of a source of factual information which is not general knowledge" (Walliman, 2001, p. 301). Li and Crane (1996, p. 3) point out that the main objective of citing references is to give sufficient information to allow sources to be located. Additionally, "another important principle is to make reference to that information in the source in hand. As a rule, it is not necessary to provide supplementary information that has to be located elsewhere" (Li and Crane, 1996, p. 3). General overviews of the process of citing references are given by Bosworth (1992) and Craig (2003) and in Walliman, Chapter 8 (2001, pp. 300-313).

Further Reading

- Bosworth, D.P. (1992) *Citing your references: a guide for authors of journal articles and students writing theses or dissertations*. Thirsk, N York: Underhill Press
- Craig, P. (2003) 'How to cite', *Documentation Studies*, 10(1), pp. 114-122
- Li, X. and Crane, N. B. (1996) *Electronic styles: a handbook for citing electronic information*. 2nd ed. Medford, New Jersey: Information Today
- Walliman, N. (2001) *Your research project: a step-by-step guide for the first-time researcher*. London: Sage

Types of Assessment Offences

The term “assessment offences” covers a number of unacceptable practices. Penalties can be very serious where allegations are proven. As a minimum you would normally lose all credit for the module concerned, i.e. 0%, but heavier penalties apply in certain cases and if a second offence occurs. Your work submitted for assessment is expected to be your own and not someone else work otherwise you will be penalised.

There are six different types of assessment offences:

- Plagiarism which is the unacknowledged use of the work of others. This includes copying, without acknowledgement, text from books, the internet or other sources
- Unauthorised collusion which is working closely with others and submitting similar or identical work, or collaborating with others to produce work which one person submits
- Re-presentation which is submitting work already or simultaneously presented for assessment here or elsewhere
- Fabrication which is inventing data or other information
- Impersonation which is false identification, for instance taking an assessment on behalf of another student
- Cheating in examinations

Academic Appeals

Students who dispute a decision of an Assessment Board may appeal. No appeal will be entertained on matters of academic judgement. These remain the exclusive prerogative of the Assessment Board. Matters of academic judgement include: whether a student has reached the academic standard required for the relevant stage of the programme; whether a student would benefit academically from further study on the programme.

An appeal may be made only on the following grounds:

- The assessment failed to accord with the regulations pertaining to that particular programme
- For a student with disability or special educational need, the agreed revised assessment procedures were not implemented

Any student wishing to appeal against a decision or recommendation of an Assessment Board must lodge his or her notice of appeal with the Programme Administrator **within FIVE working days** of publication of the relevant results list.

SUPPORT FOR STUDENTS

Students have access to a wide range of support.

Academic issues with a Module	Module Tutor
General academic issues	Academic Leader
Administrative issues (handing in work, availability of academic staff, changes to timetable, general enquiries, etc.)	Programme Administrator
Academic issues you feel unable to raise with staff directly involved, or have raised and are not satisfied with the response	Your Student Representative

Mitigation

If a student misses an assessment/examination due date or their performance has been adversely affected, and they believe that circumstances beyond their control were the cause, they may ask for those circumstances to be considered by the Mitigation procedure which allows students to notify HKAC of factors which may have affected their performance in completing the assessment whether this is the coursework assignment or examination or both. The student is required to submit details relating to mitigating circumstances in writing together with evidence supporting their claim within one week of the date of the last examination sitting.

If HKAC accepts a claim, it will remove any lateness penalty imposed and record a module result of "Deferral" where the student did not submit / attend. "Deferral" means that the next attempt at the assessment will be treated as if it were the student's first.

Third-party corroboration of the reasons for mitigation is normally required, and the timing / duration of circumstances must be appropriate. General pressure of work in a student's employment will not normally be accepted, but an unexpected peak of demand might be. In all cases decisions on mitigation can only be made by HKAC.

Students will be individually responsible for completing and submitting a Mitigation Form.

However, if the circumstances affect a group of students (for example, disruption to an examination, errors in written guidance for an assessment), they may be brought to the attention of HKAC by one or more students, by academic staff, or through the report of the invigilator.

- Examples of mitigating circumstances include family bereavement, illness and other traumatic incidents
- Examples of what does NOT constitute mitigating circumstances include holidays, weddings, family celebrations, work commitments, stolen disk or laptop, printer/computer failure, disk corrupted, couldn't get books from library
- Evidence is needed to prove any form of mitigating circumstances such as Doctors Note, Crime Number and Copy of Death Certificate

QUALITY ASSURANCE

Standards and Quality are given the highest priority, and are monitored and evaluated in accordance with the standards expected in higher education. Standards and Quality are maintained at the Strategic Level by the HKAC Academic Council and Quality Committee; and at the Operational Level by the Assessment Boards and the Programme Committees.

The Programme Committee involves the HKAC Academic Leader, Academic and Administrative Staff servicing the Programme and Two Student Representatives

The Programme Committee will meet once each Semester. The first meeting will take place in the middle of Semester 1. The second meeting will take place in the middle of Semester 2. Minutes of both meetings will be used to complete an end of year review and prepare an agenda for the following session and beyond. The Committee will also be responsible for consideration of major issues arising from Assessment Boards and feedback from the Student Satisfaction Surveys. Student Satisfaction Surveys collect Student Feedback in the tenth week of each Semester.

MODULE DESCRIPTIONS

MODULE	Business Economics and Cost Accounting
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

This module equips students with the economic and costing techniques necessary for the understanding and analysis of business issues in the local and global business context.

Specific objectives will enable students to:

- (a) Understand the issues involved in the allocation of scarce resources for individual economic agents and the economy as a whole
- (b) Conduct economic analysis of the behaviour of firms and markets; understand the macroeconomic issues and analyse the economic policy making of a government
- (c) Familiarise themselves with costing systems and methods and understand the role and value of quantitative methods in decision making
- (d) Develop and apply costing methods for the solution of business problems and apply these problem solving skills using cost accounting methods

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate comprehension of the main economic concepts, relationships and analytical techniques and use appropriate quantitative methods to solve business problems	1.1 Show a broad understanding of economic concepts, of the main techniques of economic analysis and of economic methodology 1.2 Understand the limitations of the quantitative methods formulated and of the solutions obtained
2. Demonstrate an understanding of the economic environment facing firms, consumers and governments and of the constraints on their decision-making	2.1 Apply economic reasoning and analytical tools to the solution of basic economic problems facing economic agents 2.2 Evaluate where appropriate the accuracy and relevance of the methods and solutions
3. Demonstrate the ability to understand and analyse business problems using economic and quantitative models and theories and apply appropriate methods to find the solution	3.1 Show familiarity with economic and quantitative data analysis using a wide range of methods and apply analytical and information processing skills to produce reports
4. Demonstrate an understanding of the main concepts and relationships with regard to the fundamentals of cost accounting and identify appropriate costing methods	4.1 Identify and apply appropriate costing methods to prepare relevant costing information for management and evaluate this information
5. Make effective use of ICT	5.1 Demonstrate the application of ICT to individual or group work
6. Communicate and present information to users in a comprehensible manner	5.2 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1 and 2	<p>Micro Economic Theory and Data in Business</p> <p>The Nature and Scope of Economics The Price Mechanism The Theory of the Firm Market Structure</p>
3 to 5	<p>Macro-Economic Theory</p> <p>Market Failure and Government Intervention National Income Accounting and Determination Fiscal Policy and Monetary Policy Money and Banking Inflation and Unemployment International Trade and Finance</p>
6 and 7	<p>Cost Concepts, Cost Classification and the importance of Probability</p> <p>Cost accounting terms. Cost objectives Elements of Cost: Material, Labour and Overhead Cost accumulation system and cost objectives Stock valuation Pre-determined overhead recovery rate Cost allocation Counting. Axioms of Probability, Conditional Probability and Bayes' Theorem Discrete probability distributions: Binomial & Poisson. Continuous probability distribution: Normal. Expected Values and Variances of Linear Functions and Sets of Random Variables. Applications of Probability in Business and Finance</p>
8	<p>Inventory Planning and Control and Elementary Optimisation</p> <p>EOQ and Safety Stock Stock control and the determination of optimal level of stock The concept of the limit and differentiation. Derivatives as the slopes of lines, and the application of elementary calculus. Maximisation and Minimisation</p>
9	<p>Using Samples, Hypothesis Testing and Correlation and Regression</p> <p>The need for sampling. Sample selection methods. Sampling distributions: means, proportions and differences. Inferences for populations drawn from sample statistics. Estimation, Hypothesis testing and business performance. Establishing a hypothesis. Testing hypotheses on means, proportions and their differences. Tests using categorical data. Relationships amongst business data. Pearson's correlation co-efficient, the rank correlation co-efficient and their interpretations. Line fitting and an introduction to simple regression</p>
10	<p>Job, Contract Costing and Process Costing including Financial Mathematics</p> <p>The building block concept of costing systems Approach to job costing Distinction between actual costing and normal costing Features of process costing Understanding and applying different cost flow assumptions in a process costing environment The fundamentals of Compound Interest. Discounting and Present Value</p>
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Directed self-study and independent reading
- (c) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Parkin M	Economics	Addison Wesley
Textbook	Case KE and Fair RC	Principles of Economics	Prentice Hall
Textbook	Drury C	Costing – An Introduction	Chapman and Hall
Textbook	Horngren CT, Foster G and Datar SM	Cost Accounting: A Managerial Emphasis	Prentice Hall
Textbook	Levin RI and Rubin DS	Statistics for Management	Prentice Hall
Journal	Chartered Institute of Management Accountants (CIMA)	Management Accountant	CIMA Publications

MODULE	Business Law and Company Law
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

This module is specifically designed for students studying accountancy and business. It provides the legal knowledge required for accountants and other professionals as managers. The objectives of this module are to:

- Provide the students with the knowledge of the principles of Business and Company Law relevant to the disciplines of accountancy and business
- Provide knowledge of legal concepts and principles required by accountants and other professional managers
- Develop the student's ability to apply legal knowledge to situations which they are likely to encounter in their professional field

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Explain the operation of the Legal System and methods of dispute resolution as they apply to business	1.1 Identify, retrieve and utilise legal source material using electronic sources where appropriate
2. Demonstrate knowledge of the main concepts, principles and rules of business law through undertaking research and summarising legal material	2.1 Identify and explain relevant rules relating to statute law and case law 2.2 Apply relevant legal principles to scenarios and support conclusions by the citation of authority and by analysis and analogy
3. Demonstrate knowledge and understanding of the main concepts, principles and rules of company law	3.1 Explain the context of company law and evaluate how it protects companies and their stakeholders 3.2 Identify, select, retrieve, analyse, evaluate and apply relevant rules of statute law and case law to company law problems and business scenarios and support conclusions by the citation of authority 3.3 Identify and assess the strengths and weaknesses of the current law (or procedure) and evaluate proposals for change
4. Make effective use of ICT	Demonstrate the application of ICT to individual or group work
5. Communicate and present information to users in a comprehensible manner	Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1 to 5	<p>The Legal System Legal system; Court system; sources of law, including ordinances, cases and the Basic Law; use of precedent and statutory interpretation</p> <p>The Law of Contract Essentials of a valid contract; reasons for invalid or unenforceable contracts; express and implied terms of a contract; exclusion clauses and unconscionable contracts. Discharge of contract and remedies for breach; privity of contract and assignment</p> <p>Sale of Goods Implied terms; transfer of property and risk; sale by a non-owner; rights and remedies of seller and buyer</p> <p>Employment Law Employer and employee's obligations and termination of employment. Vicarious Liability</p> <p>Professional Liability for Negligence Negligence. Professional liability for careless misstatements. Liability under the Supply of Services (Implied Terms) Ordinance</p>
6 to 11	<p>Corporate Law Introduction to company law; nature of corporate personality; relevance of law of agency</p> <p>Formation of a Company The process of formation and the documentation required. The legal nature of corporation and the doctrine of separate legal entity. The significance of the memorandum and articles of association overseas companies</p> <p>Share and Loan Capital Types of share capital and methods of raising and re-organising share capital including prospectuses. Debt financing from the corporations perspective. Company debentures and registration</p> <p>Officers of the Company Appointment and removal of directors and company secretary; powers and duties of directors and company secretary. Disclosure requirements</p> <p>Limitation and Control of Company Types of company's meetings and their significance. The role and function of auditors and inspectors. The protection of minority members</p> <p>External Regulation of Companies Insider dealing provisions. The role of the Stock Exchange. Powers and functions of the Securities and Futures Commission. Powers and duties of the Financial Minister/Secretary</p>
11	Revision
12	Examination

TEACHING and LEARNING

Legal principles and concepts will be introduced through lectures to explain and emphasise the key concepts that will assist students in the assimilation of basic legal theory and its practical application. Lectures will provide practical examples of the relevance of law to decisions students are likely to make in their professional fields and as managers.

Students will be required to analyse and apply the legal principles to various issues involving companies in the form of case study.

To maximise benefits of lectures, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study
- (d) Independent reading
- (e) In-class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Coursework	30 %
Closed Book Examination	70%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of relevant Textbooks and Journals relevant to Business and Company Law in Hong Kong will be recommended

MODULE	Business Management and Marketing
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

This module develops students' knowledge and understanding of the key marketing and management theories, concepts and techniques operating within business organisations.

Specific objectives will enable students to:

- (a) Understand the theories and concepts concerning the functions of managing a business and the study of human behaviour and its implications for the management of organisations
- (b) Identify the nature of managerial work in a variety of forms of organisation, taking into account the impact of the external environment
- (c) Develop the ability to apply theories, concepts and techniques to diagnose, analyse and resolve management problems
- (d) Understand the role and value of marketing in today's increasingly competitive, dynamic and turbulent environment
- (e) Develop skills in analysing diverse marketing situations, identifying marketing opportunities and threats and the organisation's ability to respond to them
- (f) Understand the process of marketing planning and its relationship to corporate planning
- (g) Understand how to formulate marketing mix strategies and programmes and implement them
- (h) Apply marketing theories, models, and information technology to practical marketing situations

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate an understanding of the theories and concepts used to diagnose and resolve organisational / managerial problems	1.1 Use diagnostic approaches in identifying problems and propose solutions 1.2 Identify important contributions from schools of management to understanding the nature of management processes 1.3 Critically evaluate these schools in both their historical and contemporary context in terms of their significance, usefulness and values associated for diagnosing and solving management problems
2. Demonstrate knowledge of concepts, tools and issues relating to marketing	2.1 Distinguish and examine concepts and tools relating to marketing 2.2 Discuss current issues in marketing and apply marketing concepts to analyse and evaluate marketing problems
3. Make effective use of ICT	3.1 Demonstrate the application of ICT to individual or group work
4. Communicate and present information to users in a comprehensible manner	4.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	Managers and Functions of Management Define the nature of managerial work taking into account the impacts of the external environment. Provide an overview of the evolution of Management. The major elements of the following functions and their importance for the effective management of business organisations: planning, coordinating, controlling, decision making and problem solving, communication, strategic management, and quality management
2	Organisational Structure Review of a variety of organisational structures and the identification of the conditions under which they are appropriate. Describe the Structure and Culture of an Organisation Explain how different Processes and Functions Inter-relate in the Organisational Structure Explain the Effect of Mission, Values, Aims and Objectives on the Structure and Culture of an Organisation
3	People in Organisation Factors such as biographical characteristics, ability, personality, perception, attitudes and values, and their effects on individual performance
4	The Manager's Role as a Leader Motivation concepts, foundations of group behaviour, introduction to the theories of leadership, interpersonal communication
5	Social Responsibility and Managerial Ethics Arguments for and against social responsibility as a business objective. Factors affecting managerial ethics. Approaches to improving ethical behaviour
6 and 7	Fundamentals of Modern Marketing Marketing in modern organisation. Types of marketing. Overview of the marketing process Strategic marketing planning. Introduction to the marketing mix. Developing competitive advantage
8	Analysing Market Structure and Behaviour The Competitive marketing environment. Consumer and business markets and their buying behaviour
9	Researching and Planning Marketing Activities Marketing research and audit. Marketing Information System. Marketing planning and forecasting
10	Selecting Market Opportunities Marketing segmentation. Market targeting. Product positioning
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises and Case study analysis
- (b) Directed self-study and independent reading
- (c) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Coursework	30 %
Closed Book Examination	70%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Robbins SP and Coulter M	Management	Prentice-Hall
	Mead R	International Management: Cross cultural dimensions	Blackwell
Textbook	Boone EL and Kurtz LD	Contemporary Marketing	Thomson
Textbook	Kotler P Armstrong G	Principles of Marketing	Prentice Hall

MODULE	Financial Accounting I
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

This module lays the foundation for Financial Accounting II.

Specific objectives will enable students to:

- (a) Appreciate the role and importance of accounting information in assisting decision-making in a business context
- (b) Undertake the work involved in the recording, processing, summarising and reporting phases of the accounting cycle
- (c) Understand the assumptions, principles and conventions underlying financial accounting processes
- (d) Apply analytical tools for the interpretation of financial statements

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate knowledge of financial accounting principles, concepts and conventions and categorise business transactions within a financial accounting structure	1.1 Record transactions and prepare financial statements and discuss the concepts underpinning the statements 1.2 Prepare financial accounting statements and reports using relevant financial accounting principles, concepts and conventions
2. Demonstrate knowledge of financial statements	2.1 Apply appropriate ratio calculations to analyse and interpret financial statements
3. Make effective use of ICT	3.1 Demonstrate the application of ICT to individual or group work
4. Communicate and present information to users in a comprehensible manner	4.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	The Business and Accounting Environment Different types of businesses, their common objectives and basic features. The environmental variables that affect the recording and reporting of financial information. The need for accounting as a basis for decision making
2	Accounting Principles and Concepts Fundamental accounting concepts and other accounting principles that underlie the preparation of financial statements. Going Concern, Prudence, Accruals or Matching, Consistency, Business Entity, Duality, Money Measurement, Materiality, Historic Cost, Realisation, Stable Currency, Objectivity
3 to 5	The Financial Accounting Framework Accounting equation and double entry bookkeeping system. Differences between cash and accrual bases of accounting. Preparation of journals, ledger accounts trial balance and basic financial statements. Prepayments and accruals. Valuation of debtors, stock and fixed assets. Control of cash through bank reconciliation statement
6 to 8	Company Accounting Features of the corporate form of business ownership. Rights and obligations of interested parties. Issues relating to company accounts. Preparation of financial statements of a company
9 and 10	Analysis and Interpretation of Financial Statement Ratios and the analysis of accounting statements to establish internal and external trends, inter-firm comparison and decision making Calculate Ratios for Profitability (Return on Capital Employed, Gross Profit % Sales, Net Profit % Sales) Efficiency (Expenses % Sales, Rate of Stock Turnover, Debtor Collection Period, Creditor Payment Period) Liquidity (Current or Working Capital Ratio, Acid Test or Quick Asset Ratio) Interpret, analyse and evaluate the performance from ratio calculations Explain the limitations of ratio analysis
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study
- (d) Independent reading
- (e) In-class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Dodge R	Foundation of Business Accounting	Chapman and Hall
Textbook	Alexander D and Nobes C	Financial Accounting: An International Introduction	Financial Times Prentice Hall

MODULE	Quantitative Methods and Management Information Systems (MIS)
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

Specific objectives of this module will enable students to:

- Understand the role and value of quantitative methods in decision-making
- Develop and apply quantitative methods for the solution of business problems
- Understand Management Information Systems in business and how they assist management decision-making in the achievement of organisational objectives and improved performance

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Understand the use of appropriate Quantitative Methods to solve business problems	1.1 Demonstrate the ability to analyse business problems and apply appropriate Quantitative Methods to find solutions 1.2 Evaluate the limitations of the accuracy and relevance of the solutions obtained
2. Understand the need and importance of MIS for improving business decision making and performance in organisations	2.1 Critically evaluate the effectiveness of MIS for improving business decision making and performance in organisations
3. Make effective use of ICT	3.1 Demonstrate the application of ICT to individual or group work
4. Communicate and present information to users in a comprehensible manner	4.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT	READING
1	Introduction to Information Systems The need for and use of information in organisations / Management Information System (MIS) and Decision Support System (DSS) as aids to improving business decision making and performance / The future impact of expert systems, database technologies, on systems modelling	Stair & Reynolds Chapters 1, 6,7
2	Information Systems Management Systems Strategies and managing Large Projects / The management of End User Computing and an Information Systems Department	Stair & Reynolds Chapter 15
3	Information Systems Development Soft Approaches to Systems Development – SDLC and RAD, Prototyping, Analysis and Design, Systems Implementation, CASE tools and platforms	Stair & Reynolds Chapter 8
4	Information Systems Control and Security The Data Protection Act 1984, Security and control of Information Systems hardware and software / Risk Assessment – Impacts of and threats to Information Systems Acquisition and Implementation	Stair & Reynolds Chapters 4,5,6,7, 9

5	Financial Mathematics Descriptive Statistics. The fundamentals of compound interest / Discounting and Present Value / Maximisation and Minimisation	Oakshott Chapter 5
6	The Importance of Probability and Using Samples Bayes' Theorem / Discrete Probability Distributions / Binomial and Poisson / Continuous Probability Distribution / Normal / The applications of Probability in Business and Finance / The need for Sampling / Sample selection methods / Sampling Techniques and Significance Testing / Using Random Numbers and Tabulating the Sampling from given Distributions / Simulation and Monte Carlo Technique	Oakshott Chapters 3,4,7
7	Confidence Intervals and Hypothesis Testing Hypothesis testing and business performance / Establishing a hypothesis / Testing hypotheses on Means, Proportions and their differences / Tests using Categorical Data	Oakshott Chapters 8, 9
8	Forecasting, Correlation and Regression The relationship between business data / Pearson's Correlation Co-efficient / Rank Correlation Co-efficient and their interpretations / Line Fitting / Simple Regression	Oakshott Chapters 10,13
9	Decision Theory and Linear Programming Expected Value / Risk and Uncertainty / Relative Risk / Decision Trees and Payoff Tables / Solving Linear Programmes graphically / Interpretation of Simplex solutions / Applying Sensitivity Analysis to the solution of Linear Programmes / Transportation Method	Oakshott Chapters 11, 14
10	Analysing the Economic Value of Projects and Network Analysis Activity-on-Arrow / Activity-on-Node notations / Applying Time, Cost and Resource Usage Analyses to Network Analysis	Oakshott Chapter 12
11	Revision	
12	Examination	

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study
- (d) Independent reading
- (e) In-class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade

Overall 50%

Medium of Assessments

English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
TEXTBOOK	Stair R M and Reynolds G	Fundamentals of Information Systems, International Edition	Course Technology ISBN: 978-1-4239-0117-4
TEXTBOOK	Oakshott L	Essential Quantitative Methods for Business, Management and Finance	Palgrave Macmillan
TEXTBOOK	Laudon K, Laudon J	Managing Information Systems	Pearson Higher Education
TEXTBOOK	Levin RI and Rubin DS	Statistics for Management	Prentice Hall
TEXTBOOK	Lucas HC	Information Systems Concepts for Management	McGraw-Hill

MODULE	Auditing and Taxation
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	4
PREREQUISITE MODULE(S)	None

PURPOSE OF MODULE

To enable students to understand the functional principles and objectives of these two specialised areas of professional practice.

The specific objectives may include:

- (a) Understand the nature and purpose of auditing
- (b) Appreciate the qualities, qualifications and actions to be carried out relating to the appointment and removal of an auditor
- (c) Identify the rights, duties and professional obligations of an auditor
- (d) Appreciate the process of planning an audit and the necessity for an appropriate audit programme taking into account audit evidence and audit risk
- (e) Evaluate the systems approach and the balance between tests of controls and substantive testing
- (f) Evaluate the audit evidence required in specified situations
- (g) Appreciate the audit work required at the final review and report stage of an audit
- (h) Understand the administrative structure of the tax system with regard to: understanding the basic principles of income tax, national insurance, capital gains tax, corporation tax and sales or value added tax (VAT)
- (i) Compute income tax, national insurance contributions, capital gains tax, corporation tax and sales or VAT in particular scenarios from information given

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate an understanding of the principles and practice of auditing and taxation	1.1 Summarise the main principles and concepts of auditing and taxation
2. Demonstrate an understanding of the role of legal and professional bodies in the area of auditing and taxation	2.1 Analyse the impact of legal and professional bodies on audit and taxation theory and practice
3. Refer to areas of current development relating to auditing and taxation literature	3.1 Evaluate current developments and construct coherent arguments leading to clearly stated conclusions
4. Investigate how legal and professional pronouncements impact on the audit and tax techniques used in practice	4.1 Use legislation and professional body pronouncements to develop responses to a variety of audit and tax scenarios
5. Make effective use of ICT	5.1 Demonstrate the application of ICT to individual or group work
6. Communicate and present information to users in a comprehensible manner	6.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1 to 5	<p>Introduction to Auditing and Taxation Identify the obligations of Auditors – Rights & Duties, The Companies Act, Accounting Records / Identify the system of tax imposes on taxpayers and the implications for taxpayers of non-compliance Identify the guidance given in the IFAC Code of Ethics for Professional Accountants in relation to Auditing and Tax and with regard to: Disclosure of Information / Conflict of Interest / Confidentiality / Auditors' Liability / Unlawful Acts of Clients and their Staff / Money Laundering and Tax Avoidance and Tax Evasion</p> <p>Professional Rules and the Modern Audit Auditing Standards and Guidelines / Auditing Objectives and Management / Accounting Standards / Professional Conduct / Letters of Engagement / Stages / Timing / Objectives</p> <p>Planning the Audit, Conducting the Audit and Audit Evidence Planning and Conducting an Audit Assignment / Audit Evidence and Sampling / Quality Control / Audit of Sales and Collection, Purchases and Payment, Stock, Expenses, Assets, Liabilities and Payroll / Reviewing Financial Statements</p>
6 to 10	<p>Income Tax, Corporation Tax and the Taxation System Administration of the Taxation System including: Classifying Individuals, Partnerships and Companies for Tax / Key features of the Self-Assessment System for both Individuals and Companies / Due Dates and Records which Companies', Sole Traders', Partners' and Individuals' must retain for Tax Returns, Tax Payments and Payments on Account / Key features of the PAYE and National Insurance System / Identify and Calculate the Interest and Penalties due for late submissions and incorrect returns of tax / Identify the periods within which Tax Authority can enquire into a taxpayer's returns or tax liabilities and recognise the taxpayer's right of appeal and the process for dealing with disputes</p> <p>Income Tax and National Insurance Contributions Calculate PAYE Tax Codes for Employees / The main sources of taxable and non-taxable income / Personal Allowances available to an individual including Personal Age Allowances and Married Couples Allowance - Schedule E, Schedule A, Schedule D / Calculate Assessable Employment Income for an Employee or Director, including Taxable and Exempt Benefits / Recognise the Badges of Trade / Personal Investment and Capital Allowances</p> <p>Corporation Tax Calculate the Corporation Tax Liabilities of Companies after Allocating given items of Business Expenditure as Allowable or Disallowable for Tax Purposes / Calculate the Adjusted Trading Profits after Capital Allowances on Plant and Machinery / Calculate the Profits Chargeable to Corporation Tax and the Corporation Tax Payable for a Company which has no Associated Companies and an Accounting Period of 12 months or less</p> <p>Sales or Value Added Tax (VAT) Calculate the amount of VAT owed by or owed to Businesses through: Classifying Supplies as Exempt, Zero-rated, Standard-rated, Subject to a Reduced Rate or outside the scope of VAT / Recognise the implications of Supplies being Classified as Standard-rated, Zero-rated or Exempt / Business Registration or Deregistration for VAT including the Time Limits / Tax points for a Supply of Goods or Services / VAT Payable or Repayable on the Supply of Goods or Services by a Taxable person and calculate the Monthly, Quarterly and Annual VAT Payable or Repayable by a Business / State the alternative Schemes for Payment of VAT by Businesses</p>
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study
- (d) Independent reading
- (e) In class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination <u>Section A Auditing</u> There are three compulsory questions: one compulsory case study type question which carries 20 marks and two questions, each carrying 15 marks. <u>Section B Taxation</u> There are three compulsory questions on the three main syllabus areas of Income tax, Corporation tax and Capital gains tax. Administration of taxes will feature in any of the three main areas. The allocation of marks is 20, 15 and 15. The question carrying 20 marks will include the administration of tax.	100%

Pass Grade

Overall 50%

Medium of Assessments

English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Millichamp AH	Auditing	Continuum International
Textbook	Woolf E	Auditing Today	Pearson Higher Education
Textbook	Grey IH and Manson S	The Audit Process	Chapman and Hall
Textbook	Rowes P	Taxation and Self-Assessment	Thomson Learning
Textbook	Lymer A and Oats L	Taxation Policy and Practice	Fiscal Publications
Textbook	Melville A	Taxation Finance Act	Pearson Higher Education

MODULE	Auditing
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE(S)	Auditing and Taxation, Business and Company Law

PURPOSE OF MODULE

The purpose of this module is to ensure that candidates can exercise judgement through the management and application of audit techniques in the internal and external audit process; and to evaluate and discuss issues relating to current practices and developments in the environment in which the auditor operates.

The specific objectives may include:

- To further develop the students understanding of the principles and practice of auditing through exploring and evaluating the concepts and development of modern auditing, the objectives of auditing, the role of professional and legal bodies relating to the professional auditing standards and ethical principles
- To further develop in the student the ability to evaluate and assess the techniques procedures and skills used in auditing required to manage, design and implement methodologies for examining, verifying, evaluating and reporting on the internal control and audit risk under both EDP and manual environments
- To develop in the student the ability to use professional judgment in selecting an appropriate audit strategy in a range of scenarios
- To cultivate in the student the professional skills and competencies expected of a professional accountant
- To develop in the student the ability to critically review, assess and criticise the existing body of auditing Knowledge
- To raise in the student a critical awareness of social, political and other issues considered in the development of auditing principles and practice

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate an understanding of the principles and practice of auditing	1.1 Summarise the main principles and concepts of auditing
2. Demonstrate an understanding of the role of legal and professional bodies in the area of auditing and investigate how legal and professional pronouncements impact on the skills and techniques used by the auditor in practice	2.1 Evaluate the impact of legal and professional bodies on audit theory and practice and use legislation and professional body pronouncements to develop a response to a variety of audit scenarios
3. Refer to areas of current development relating to auditing literature	3.1 Evaluate current developments and construct coherent arguments leading to clearly stated conclusions
4. Use significant judgment to select an appropriate audit strategy in a variety of scenarios	4.1 Develop an audit approach to a range of complex situations and justify the selection of a particular approach
5. Use the professional skills and competencies required of a professional accountant	5.1 Present an appropriate response to audit problems using a variety of methods utilised by professional accountants through accessing and making use of

	published resources in the auditing field
6. Make effective use of ICT and communicate and present information to users in a comprehensible manner	6.1 Demonstrate the application of ICT to individual or group work and demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	The Audit Framework and Regulation Statements of Auditing Standards / Independence and Professional Ethics / Legal Responsibilities / Advertising and Publicising Audit and Evaluation Services in the Media / Appointments, Re-appointments, Rights, Duties and Liabilities in the course of an Audit or rendering Evaluation Services to the Clients / Conflicts of Interests / Quality Control and Peer Reviews for all Major Audit and Evaluation Services / Responsibilities of Directors and Boards for the Selection, Instruction and Supervision of Auditors, both Internal and External
2	Advanced Aspects of Audit Planning, Audit Risk Assessment and Consideration of Materiality The Assessment of Materiality and Audit Risk / Components of Audit-risk Model / The Organisation of Complex Audit Situations
3 and 4	Statutory Audit and Evaluation Statutory audits including: Single Company Audits / Group Audits / Audits for Non Profit Making Organisations Evaluation services including: Flotation of Shares / Investigations / Performance Measurements / Risk Assessments / Social and Environmental Audits / Valuation of Business / Small Company Reviews
5 and 6	Internal Audits Concept of Internal Control / Appointment, Functions and Responsibilities of the Internal Auditor and differences from External Audit / Detection of Illegal Acts, Errors and Frauds / Responsibilities of Management including: Control Systems (both Internal and Outsourced) / Internal Control Questionnaires / Corporate Governance matters associated with Control Systems
7	The impact and use of Information Technology on the Audit Process The study and evaluation of internal control in manual as well as EDP accounting systems / The use of IT to improve the Audit Service / Audit Problems associated with IT Systems
8 and 9	Advanced Aspects of Auditing and the Verification of Complex Items Applying appropriate Audit Strategies and Approaches to: Risk-based Auditing, Systems Audit and Analytical Review / Applying Quality Control Procedures in the Management of an Audit Assignment to: Planning and Controlling Audit Assignments, Preparation, Retention and Review of Audit Working Papers and the Management of Audit Risk Designing Audit approaches and applying Judgement to: Post Balance Sheet Events, Going Concern, Related Parties, Contingent Liabilities and Provisions / Evaluating Audit Evidence and reliance on work of others including Specialists and other Auditors Evaluating the work done by the Board on the Management of Risk, including the work required on Associated Disclosures
10	Review of Financial Statements and the Auditors' Report Nature and Purpose of Report / Final Review / True and Fair View / Representations by Management / The Audit Committee / Auditors' Report / Qualified and Unqualified Audit Reports / Post Balance Sheet Events / Going Concern / Implications of current Professional Issues and Developments affecting Audit Assignments, the Profession and Associated

	Corporate Governance Issues
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study
- (d) Independent reading
- (e) In class presentations
- (f) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Coursework	30 %
Closed Book Examination	70%
<p>Section A</p> <p>Three compulsory questions each carrying 20 marks. The compulsory questions will be based on key areas of regulatory issues and professional practices, statutory audit and other assignments, audit strategies and processes, and audit reporting. Candidates will normally be asked to discuss the underlying audit principles, and to apply the various audit skills and techniques to a particular scenario or audit assignment to ensure that candidates have a thorough understanding of, and the capabilities to apply, audit techniques under various audit situations and assignments.</p> <p>Section B</p> <p>Choice of two questions out of three, each carries 20 marks. There will be a question set on current professional issues and pronouncements and two further questions involving aspects of audit and evaluation services drawn from all areas of the syllabus. The emphasis of this section of the paper will be on candidates' ability to discuss and comment on current issues affecting audit techniques and the profession. The style of the questions will be mainly discursive and it is essential that candidates keep abreast of the latest developments on audit and relating issues.</p>	

Pass Grade

Overall 50%

Medium of Assessments

English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Arens AA and Loebbecke JK	Auditing: An Integrated Approach	Prentice Hall
Textbook	Woolf E	Auditing Today	Prentice Hall
Textbook	Porter B, Simon J and Hatherly D	Principles of External Auditing	John Wiley and Sons Ltd
Textbook	Gray I and Manson S	The Audit Process: Principles, Practice and Cases	Thomson Learning
Textbook	Hayes R et al	Principles of Auditing: An Introduction to International Standards on Auditing	Pearson Education

MODULE	Financial Accounting II
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE(S)	Financial Accounting, Business Law and Company Law

PURPOSE OF MODULE

This module provides students with knowledge and understanding of the accounting practices associated with business combinations, capital reconstructions and foreign currency translations for individual companies and groups of companies.

Specific objectives will enable students to:

- (a) Extend their knowledge and understanding achieved in Financial Accounting
- (b) Introduce and develop more advanced financial accounting practices over a range of topic areas

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate the application of accounting standards to different business scenarios including business combinations	1.1 Interpret and apply accounting standards to prepare financial statements and reports for different entities in a format suitable for publication and in accordance with accounting principles, concepts and conventions
2. Understand the need for capital reorganisation and reconstructions	2.1 Prepare financial statements demonstrating changes to capital structure from different reorganisation situations
3. Make effective use of ICT	3.1 Demonstrate the application of ICT to individual or group work
4. Communicate and present information to users in a comprehensible manner	4.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	Business Combinations Different types of business combinations - IFRS 3 Business Combinations IAS 28 Investment in Associates IAS 31 Interests in Joint Ventures
2 to 7	Consolidation Accounting for Groups of Companies Formation of a group. Features of consolidation. Consolidation of wholly owned subsidiaries and partially owned subsidiaries. Consolidation of a vertical group and a mixed group of companies. Equity method of accounting Prepare Financial Statements for Companies in accordance with Current Practice and Regulations Demonstrate an understanding of the role of the Legal and Regulatory Framework of accounting as it relates to Limited Companies IFRS 1, IAS 1, IAS 7, IAS 8, IAS 10, IAS 12, IAS 16, IAS 17, IAS 18, IAS 23, IAS 33, IAS 36, IAS 37, IAS 38, IAS 40
8	Foreign Currency Translation Different methods of foreign currency translation. Accounting practices of foreign currency translation for individual companies and groups of companies in accordance with IAS 21. Cover concept for hedging purposes
9 and 10	Changes in Capital Structure Reduction in share capital Reconstruction of capital of companies
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Directed self-study and independent reading
- (c) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade
Medium of Assessments

Overall 50%
English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Greenwood R P et al	International Financial Reporting Standards	Sun Yat-Sen University Press
Textbook	Elliott B and Elliott J	Financial Accounting and Reporting	Prentice Hall
Textbook	Mirza AA et al	Wiley IFRS: Practical implementation guide and workbook	John Wiley and Sons
Textbook	Alexander D, Britton A and Jorrisen A	International Financial Reporting and Analysis	Thomson Learning

MODULE	Financial Management
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE(S)	Business Economics and Cost Accounting; Quantitative Methods and MIS

PURPOSE OF MODULE

The aim of this module is to develop students' knowledge and competence in making effective and relevant decisions involving financial management techniques.

Specific objectives will enable students to:

- (a) Introduce theories and concepts underlying the practice of financial management
- (b) Highlight key aspects of the financial environment
- (c) Equip students with the analytical skills to solve financial management problems
- (d) Cultivate the ability to assess and critically evaluate the principle concepts and techniques used in financial management

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Apply and evaluate financial management theories and techniques	1.1 Assess possible sources and costs of finance for the capital and revenue needs of an organisation and calculate relevant costs 1.2 Assess the relevance of financial management theories and techniques used for evaluation purposes and apply these theories and techniques to practical situations 1.3 Calculate, analyse and evaluate risk / return relating to holding portfolios of shares / investments 1.4 Calculate, analyse and evaluate working capital requirements 1.5 Calculate, analyse and evaluate share / business valuations 1.6 Calculate, analyse and evaluate current market value of securities 1.7 Calculate, analyse and evaluate the appraisal of possible investment opportunities
2. Make effective use of ICT	2.1 Demonstrate the application of ICT to individual or group work
3. Communicate and present information to Users in a comprehensible manner	3.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	Purpose of financial management The scope of financial management within the context of the enterprise and business environment
2 to 4	Valuation of financial assets Capital Market and Portfolio Theories including Efficient Market Hypotheses (EMH)/Short-term, Medium-term and Long-Term Debt Financing Equity Capital and Opportunity Cost of Capital / Weighted Average Cost of Capital and the Marginal Cost of Capital Capital Asset Pricing Model (CAPM) / Financial Leverage and Financial risk Modigliani-Miller Theorem and Dividend Policies Market Imperfections, Taxes and the Agency problem / Optimal Capital Structure Dividend Policies Foreign Exchange Market and Forwards, Futures, Options and their effect on Foreign Currencies Management of Transaction Exposure and Translation Exposure
5 to 8	Capital budgeting Capital budgeting process Cash Flow Analysis and the Time Value of Money Capital budgeting Techniques – NPV, IRR, Payback, ARR and Profitability Index Capital Budgeting decisions under Uncertainty using Risk Analysis Techniques - Risk Adjusted NPV model, Risk Adjusted discount rate, Sensitivity Analysis
9 to 10	Working capital management Purpose of Corporate Liquidity, Cash Management and Working Capital Management
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study and independent reading
- (d) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade
Medium of Assessments

Overall 50%
English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Keown AJ et al	Financial Management: Principles and Applications	Prentice Hall
Textbook	Watson D and Head T	Corporate Finance Principles and Practice	Pitman
Textbook	Brealey R A and Myers S C	Principles of Corporate Finance	McGraw – Hill
Textbook	Ryan B	Corporate Finance and Valuation	Thomson Learning

MODULE	Taxation
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE(S)	Auditing and Taxation, Business Law and Company Law

PURPOSE OF MODULE

The purpose of this module is to provide students with knowledge of the Taxation System and its operation. It also imparts students with a fundamental understanding of the current law, principles and practice relating to the taxation of individuals and other entities.

Specific objectives will enable students to:

- (a) Determine the tax liabilities (including income tax, corporation tax, property tax, capital gains tax and inheritance tax) for individuals and other entities
- (b) Provide preliminary advice on the Taxation System and its administration and the implications on individual or other taxpayers
- (c) Provide basic planning ideas in relation to individuals and other entities in order to minimise tax liabilities or enhance the tax effectiveness
- (d) Acquire a fundamental awareness of the taxation function within an organisation and the social responsibility of a tax professional to society and the public

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate an understanding of the structure and operation of the system of taxation and of the application of the various taxation regulations to individuals and businesses	1.1 Evaluate literature in the area of taxation 1.2 Investigate how tax regulations affect individuals and businesses through the preparation of appropriate computations and present findings in a clear and understandable form 1.3 Construct coherent arguments leading to clearly stated conclusions based on an evaluation of available published tax literature 1.4 Use tax legislation to produce income and corporate tax computations 1.5 Evaluate the results of these computations and realise the implications for the individual or business entity
2. Make effective use of ICT	2.1 Demonstrate the application of ICT to individual or group work
3. Communicate and present information to Users in a comprehensible manner	3.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1 and 2	Tax System and Administration Introduction to the Tax System and administration / Sources of information available to the taxpayer and the accountant / The relationship between the Accountant as Tax Agent, the Client and the Revenue / Procedures used by the Regulatory Authority for the collection of tax from individuals and businesses
3 to 5	Taxation on Property, Capital Gains Tax and Inheritance Tax Scope of Charge and Computation of Property Tax / Classifying Individuals, Assets and Disposals as either Chargeable or Exempt for Capital Gains purposes / Capital Gains or Losses Tax Computations on the Disposal of Assets, including indexation where appropriate Principal Capital Gains Tax Reliefs available on Transfer of a business using Gift Relief and Rollover Reliefs Inheritance Tax: Scope and Valuation Principles, General Exemptions and Reliefs
6	Taxation on Employment and Office Income Scope of charge and computation of profits tax for individuals and married persons Aspects relating to personal assessment including election and calculation
7 to 8	Corporation Tax on Business Income Scope of Charges and Computations for Corporation Tax in Business Entities covering various sources of Income including Foreign Source Income Aspects of Corporation Tax for a Member of a Group or Consortium / Setting off of Trading Losses and the Tax implications of the Transfer of Income and Chargeable Gains between Group Companies
9	Taxation of Overseas Operations Individual Residence and Domicile in relation to Income Tax, Capital Gains Tax and Inheritance Tax Company's Residence Status in relation to Corporation Tax and the Taxation of Overseas Income The Operation of Double Taxation Relief
10	Tax Planning and Social Responsibility Tax Planning for Individuals and other Entities and Groups to manage the impact of taxation for effective business decisions Minimising Tax Liability and the Social Responsibility of a Tax Professional The distinctions between Tax Avoidance and Tax Evasion and the importance of Anti-Money Laundering (AML) Legislation
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates. The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Case study analysis
- (c) Directed self-study and independent reading
- (d) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination <u>Section A</u> Three compulsory questions. Question 1 is a 30 mark case study style question. This will be an integrated tax and planning question. Questions 2 and 3 are both 15 mark questions based on income tax, corporation tax or capital gains tax. <u>Section B</u> Three 20 mark questions – choose any two out of three.	100%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of relevant Textbooks and Journals relating to Hong Kong Taxation will be recommended in addition to

Type	Author	Title	Publisher
Textbook	Lymer A, Oats L	Taxation Policy and Practice	Fiscal Publications
Textbook	Rowes P	Taxation and Self-Assessment	Thomson Learning
Textbook	Melville A	Taxation Finance Act	Pearson

MODULE	Management Accounting
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE(S)	Business Economics and Cost Accounting, Quantitative Methods and MIS

PURPOSE OF MODULE

The aim of this module is to develop students' knowledge and understanding of the management accounting concepts and techniques associated with the internal management of a business within a changing environment.

Specific objectives will enable students to:

- (a) Identify appropriate management accounting techniques for decision making, planning and control and apply these techniques in the generation of management accounting reports
- (b) Develop a critical appreciation of the various management accounting techniques adopted for planning, decision making and control

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
1. Demonstrate knowledge and understanding of recent developments in management accounting	1.1 Interpret information and apply relevant management accounting techniques to prepare statements for decision making and control 1.2 Display conceptual understanding of relevant theory and practice through diagnosing and formulating appropriate solutions to management accounting problems and critically evaluate the outcomes
2. Make effective use of ICT	2.1 Demonstrate the application of ICT to individual or group work
3. Communicate and present information to users in a comprehensible manner	3.1 Demonstrate appropriate means of communicating in ways which are relevant and understandable to users

SYLLABUS CONTENT

WEEKS	INDICATIVE CONTENT
1	<p>Management Accounting and the Changing Business Environment</p> <p>Management accounting's developing role as part of a Management Information System (MIS) / The impact on Management Accounting of – Flexible Manufacturing Systems (FMS), Production Management Systems (PMS), Materials Requirement Planning (MRP), Just in Time Systems (JIT) / Total Quality Management (TQM), World Class manufacturing (WCM), Activity Based Costing (ABC)</p>
2 and 3	<p>Standard Costing and Budgetary Control</p> <p>Establishing standards for performance / Apply techniques to Investigate, Interpret and Analyse Variance Statements / Budgeting as a planning and control activity / Fixed and Flexible Budgets / Management participation in budget preparation and the exercise of budgetary control / Accounting statements using variances / Financial models in budgeting including Learning Curve Theory / Zero-based Budgeting / Probability in the budgeting process / Behavioural and control aspects of budgeting / Relevance, strengths and weaknesses of budgeting and budgetary control against current issues in management accounting such as Activity Analysis, Just-In-Time concepts, TQM and Activity Based Budgeting</p>
4 and 5	<p>Marginal Costing for Decision Making / Cost-Volume-Profit (CVP) / Make or Buy / Discontinuing a Product / Spare Capacity / Product Mix Constraints / Application of concepts to a range of decision-making situations / Relevant Costs, Differential Costs, Incremental Costs, Attributable Costs, Opportunity Costs</p>
6 and 7	<p>Pricing and Transfer Pricing / Market conditions and Pricing Policy / Price Leadership and Price Discrimination / Full Cost Pricing, Minimum Pricing, Market Penetration Prices, Skimming Prices, Product Line Prices, Shadow Prices / Four main bases for setting Transfer Prices / The function of a Transfer Price and the role of Transfer Pricing in the absence of an External Market / Transfer Price as an Opportunity Cost / Linear Programming and Transfer Price</p>
8	<p>Responsibility Accounting</p> <p>Advantages and problems of Responsibility Centres, Profit Centres, Investment Centres / Setting Divisional Performance targets / Methods by which Divisional Performance may be assessed / The importance of Return on Investment as a key financial ratio / Evaluating the profitability of an investment using Residual Income and Return on Investment / Inter-firm or interdepartmental comparison and Responsibility Accounting</p>
9 and 10	<p>Capital Investment Appraisal</p> <p>Purpose and comparison of Capital Investment Appraisal techniques / Payback Period Accounting Rate of Return / Net Present Value / Internal Rate of Return / Advantages and disadvantages of Capital Investment Appraisal techniques</p>
11	Revision
12	Examination

TEACHING and LEARNING

The lectures will be used flexibly by the tutor for discussing key concepts and their applications with students and carrying out other learning activities with them. To maximise benefits, students are encouraged to share their views and experiences actively with their tutors and other classmates.

The module will therefore utilise a range of teaching and learning methods. There will be an emphasis placed on lectures and learner participation in a range of activities including:

- (a) In class exercises
- (b) Directed self-study and independent reading
- (c) Assessed and non-assessed coursework preparation and presentation

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Closed Book Examination	100%

Pass Grade Overall 50%
Medium of Assessments English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Upchurch A	Management Accounting Principles and Practice	FT Pitman
Textbook	Drury C	Management and Cost Accounting	Chapman and Hall
Textbook	Lucey TP	Management Accounting	DP Publications
Textbook	Horngren C, Saunders G and Stratton W	Introduction to Management Accounting	FT Prentice Hall

MODULE	Business English and Research Skills
PROGRAMME	Professional Diploma in Accounting and Finance (PDAFI)
LEVEL	5
PREREQUISITE MODULE (S)	None

PURPOSE OF MODULE

The aim of this module is to enable students to

- (a) Improve and develop their English language proficiency within a framework of business and academic contexts appropriate for the demands of undergraduate study
- (b) Use English effectively in the business and academic contexts they will encounter in their studies and workplace to improve their confidence and competence in using transferable skills associated with English in these contexts
- (c) Enhance their intellectual, interpersonal and practical skills in an academic and business context to support progression in a range of lifelong learning skills
- (d) Develop an independent, active and reflective approach to learning through the application of personal development planning
- (e) Recognise the importance of teamwork and develop team-working skills
- (f) Equip themselves with knowledge of research methods including study design, data collection techniques, data collection analysis and presentation appropriate to research

LEARNING OUTCOMES and ASSESSMENT CRITERIA

The knowledge, understanding and cognitive, practical and transferable skills which a student is expected to be able to demonstrate after studying this module is expressed in the following learning outcomes.

Learning Outcomes	Assessment Criteria
<ul style="list-style-type: none"> • Perform a broad range of language tasks in a variety of contexts, social, business and academic, and manipulate language elements with a greater degree of independence and confidence • Extract and process information, select and apply language, handle messages, overcome information gaps, summarise. Generalise about language patterns. Evaluate own learning. • Use a range of language-learning skills • Use intercultural competence 	<ul style="list-style-type: none"> • Obtain general and specific information, ideas and opinions by listening to a variety of formal and informal sources, which differ in complexity • Exchange and present information, ideas and opinions on a range of topics, in varied situations, with a good command of everyday, social, business and academic vocabulary, adequate pronunciation and fluency • Extract specific information from a variety of sources, academic and non-academic, by reading and identify information, ideas and opinions. Bring information together from different parts of a text in order to draw conclusions • Produce writing of varying length and for varying purposes such as written reports, correspondence, written accounts and essays containing both facts and opinions; with relative accuracy, adapting style of writing to different audiences • Identify, retrieve and utilise information from oral and written sources • Use scanning and skimming techniques • Process messages: understand, memorise and recall information
<ul style="list-style-type: none"> • Identify the role of transferable skills in academic studies, personal life and the world of work • Assess own needs and abilities for 	<ul style="list-style-type: none"> • Determine effective strategies for the development of interpersonal and practical skills • Discuss the importance of transferable skills in social and business environments

the development of business and academic skills	<ul style="list-style-type: none"> • Outline techniques for the enhancement of skills both personally and in a general context • Undertake self-analysis in relation to their own transferable skills development • Make recommendations for the enhancement of the application of transferable skills
<ul style="list-style-type: none"> • Undertake research in the area of skills development strategies 	<ul style="list-style-type: none"> • Apply effective reading and note taking strategies • Identify accepted referencing techniques • Collect primary and secondary information relating to skills development • Provide evidence of reading and note-taking strategies employed • Provide evidence in the form of reference lists
<ul style="list-style-type: none"> • Communicate in a variety of different forms 	<ul style="list-style-type: none"> • Present structured information verbally, visually and in written form
<ul style="list-style-type: none"> • Use ICT to enhance the presentation of coursework 	<ul style="list-style-type: none"> • Produce word-processed work • Produce a presentation and accompanying material using ICT
<ul style="list-style-type: none"> • Work effectively in a team 	<ul style="list-style-type: none"> • Apply teamwork in a group presentations
<ul style="list-style-type: none"> • Demonstrate creativity 	<ul style="list-style-type: none"> • Design a skills presentation and accompanying literature
<ul style="list-style-type: none"> • Understand how to conduct a literature search • Define a research problem • Identify the problems involved in gaining access including ethical concerns • Select data collection and analysis techniques appropriate to a research question 	<ul style="list-style-type: none"> • Identify a relevant literature in relation to a specific research question and exercise judgement in setting the boundaries and focus for the research • Articulate a research question • Outline the methods appropriate to addressing a research question, demonstrating the ability to apply knowledge of methods to real-world problems • Outline the processes involved in gaining access, emphasising the importance of both practical and ethical considerations
<ul style="list-style-type: none"> • Select appropriate data collection techniques and conduct basic data analysis • Present data appropriately 	<ul style="list-style-type: none"> • Identify specific data collection techniques for addressing their own research proposal, acknowledging practical and theoretical limitations • Describe the sort of analysis that would be needed to answer their research question, demonstrating the ability to link plans with likely actions • Describe appropriate forms of data presentation in relation to their chosen research question, demonstrating judgement as to the appropriateness of the various possible approaches to a particular case and the need for consistency in style and relevance of content

SYLLABUS CONTENT

INDICATIVE CONTENT

Language Knowledge

Recognition and use of commonly used sentence structures in various combinations
Sufficient vocabulary to understand most factual statements and current colloquialisms
Adverbs, adjectives, recognition and use of registers
Present, Past, Future and Conditional aspects (continuous and non-continuous)
Verb morphology, modal verbs, prepositions
Expressions for requirements, opinions and instructions
Social conventions (e.g., forms of address in context)

Spoken Business Communication

Practice in the oral skills and techniques required in business presentation, meetings and discussions.
Encourage students in stating opinions, making recommendations and expressing positive and negative viewpoints.

Written Business Communication

Selecting and using relevant contents; appropriate style; acceptable format; structure and layout in emails, letters, memoranda, reports, presentation notes. Practice in writing documents associated with formal meeting and reports.

Throughout this subject, continuing attention will be paid to grammar and vocabulary.

Information, ideas, opinions; personal interests. Social, cultural and economic aspects. Academic and non-academic texts. Describing. Making hypotheses. Proposals and supporting arguments.

Personal and Professional Development

Personal and Professional Development

Identifying needs, development methods, performance planning review, personal development plans, reflection and evaluation

Study Skills

Listening, questioning/feedback, note-taking, time-management, examination technique, problem solving, team working, information gathering and analysis

Communication and Presentation Skills

Written communication in an academic context (essay writing, seminar paper, referencing etc) and in a workplace context (letter writing, report writing etc), verbal and visual communication, information communication technology

Approaches to Research

Searching the literature and identifying research questions

Writing a proposal and obtaining access

Designing a study

Qualitative data – collection, analysis and reporting

Quantitative data – collection, analysis and reporting

Linking results with the literature – team discussion

Concluding and writing up

TEACHING and LEARNING

Use will be made of class contact time for presentation and practice of language. Students will be required to make an active commitment to group and pair work. During class time, the emphasis will be on speaking, listening, reading and writing skills which will be further developed in self-study time. Teaching methods will aim to develop transferable skills as well as language learning skills and subject knowledge.

Students will be encouraged to structure actively their independent learning through the completion of portfolio-based coursework.

The learning hours for this module are made up of the following components	
Lectures	30 Hours
Assessment Preparation	50 Hours
Personal and Directed Study	120 Hours
Total	200 Hours

ASSESSMENT

Assessment Element	% Of Overall Mark
Coursework assessing language skills in tasks involving the four language skills of listening, speaking, reading and writing. Language tasks will also test cognitive skills such as locating sources of information, scanning and skimming, reading for specific detail, summarising, inferring, memorising and recall	45%
Portfolio demonstrating self-management skills, self-knowledge and self-evaluation requiring students to think critically	45%
Group Presentation	10%

Pass Grade

Overall 50%

Medium of Assessments

English

INDICATIVE READING

Current Editions of the following Textbooks and Journals are recommended

Type	Author	Title	Publisher
Textbook	Bilbow GT	Business Writing	Longman
Textbook	Anthony J and Ross J	Effective presentations	Prentice Hall
Textbook	Cameron S	Business Student's Handbook: Developing Transferable Skills	Financial Times Management
Textbook	Cottrell S	The Study Skills Handbook	Macmillan
Textbook	Saunders M Lewis P, and Thornhill A	Research Methods for Business Students	Pitman
Website	http://www.studyskills.soton.ac.uk/		

HONG KONG ACADEMY OF COMMERCE

STUDENT SATISFACTION SURVEY / MODULE EVALUATION

Student ID	Intake Number
Module Name	Date

4 – Excellent 3 – Satisfactory 2 – Unsatisfactory 1 – Poor

A. LECTURE MATERIALS and TEXT BOOK (Please circle your choice)

Overall assessment	4	3	2	1
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Overall comments and suggestions:

B. LECTURER (Please circle your choice)

Lecturer well prepared	4	3	2	1	Lecturer not well prepared
Lecturer knowledgeable in subject	4	3	2	1	Lecturer not knowledgeable in subject
Delivery interesting and encouraged participation	4	3	2	1	Delivery not interesting and discouraged participation
Subject well covered	4	3	2	1	Subject poorly covered
Assignment encouraged learning	4	3	2	1	Assignment discouraged learning
Lecturer approachable / willing to help	4	3	2	1	Lecturer not approachable / not willing to help
Overall assessment of the Lecturer	4	3	2	1	

Overall comments and suggestions:

C. PROGRAMME MANAGEMENT (Please circle your choice)

STUDENT REPRESENTATIVES

All students have the opportunity to contribute to the maintenance of high academic standards through their own personal achievement. However, it is a requirement that two students from each intake are elected by the intake, during the Induction, to take an active part in the Programme Committee meetings held each semester through which HKAC monitors, reviews, evaluates and develops the programme.

Through this student representative system, students can contribute to the process of evaluating the quality of the programme and help ensure that their intake and subsequent intakes get the best possible educational experience.

The student representative role on the Programme Committees will involve

- representing student peers and ensuring their views are heard
- participating in making decisions about the programmes (student reps are equal in status to everyone else and their views will be needed and genuinely sought)
- providing a communication link between academic and administrative staff and students
- identifying issues affecting students in relation to programme content, assessments, resources and support services and facilities
- reporting back to student peers on the decisions and outcomes of these meetings
- seeking clarification on any aspect of the programme

Although the role will demand participation in one programme committee meeting each semester, students will be encouraged to undertake the role as the time spent as a student representative will be beneficial because:

- personal and transferable skills can be developed such as problem solving, assertiveness, committee skills
- CV's can be enhanced
- an opportunity to learn more about the structures and staffing of the programme
- sense of achievement in making the learning environment better for students
- working as part of a team

The skills needed as a student representative include:

- communicating and liaising with fellow students - find out what students think about specific issues and reporting back issues raised
- preparing for meetings
- active listening
- assertiveness
- negotiating skills
- managing conflict

ACCESSING ACADEMIC LITERATURE AND ARTICLES

Some of the widely used open access journals and articles can be accessed through the following websites:

1. Directory of Open Access Journals (<http://www.doaj.org>),
2. Google Scholar (<http://scholar.google.co.uk>)

EXEMPTIONS FROM THE ASSOCIATION OF INTERNATIONAL ACCOUNTANTS (AIA)

Qualification	AIA Professional Examinations
<p>Professional Diploma in Accounting & Finance (International)</p>	<p>Module A <u>Paper 1 – Financial Accounting 1</u> <i>on the basis of Financial Accounting</i> <u>Paper 2 – Economics</u> <i>on the basis of Business Economics and Cost Accounting</i> <u>Paper 3 – Management Accounting 1</u> <i>on the basis of Business Economics and Cost Accounting Plus Management Accounting</i></p> <p>Module B <u>Paper 4 – Law</u> <i>on the basis of Business Law and Company Law</i> <u>Paper 5 – Auditing and Taxation</u> <i>on the basis of Auditing Plus Taxation</i> <u>Paper 6 – Information Processing</u> <i>on the basis of Quantitative Methods and Management Information Systems</i></p> <p>Module C <u>Paper 7 – Auditing</u> <i>on the basis of Auditing</i> <u>Paper 8 – Company Law</u> <i>on the basis of Business Law and Company Law</i> <u>Paper 9 – Management Information</u> <i>on the basis of Quantitative Methods and Management Information Systems</i></p> <p>Module D <u>Paper 10 – Business Management</u> <i>on the basis of Business Management and Marketing</i> <u>Paper 11 – Financial Accounting 2</u> <i>on the basis of Financial Accounting II</i> <u>Paper 12 – Management Accounting 2</u></p>

HONG KONG ACADEMY OF COMMERCE

MODULE ASSIGNMENT COVERSHEET
Student Name:
Student ID and Intake:
Module Lecturer:
Module Title / Assignment Number
Submission Date:

The submission of this Coursework Assignment is a Statement by the Student that they have conformed to the requirements of the Assessment Regulations of Hong Kong Academy of Commerce in its entirety.

ASSESSMENT CRITERIA	WEIGHTING	MARK
Achievement of Learning Outcomes		
Evidence of Knowledge and Understanding		
Evidence of Analysis, Evaluation and Synthesis		
Format, Structure, Citations and References		
COMMENTS (SUGGESTIONS FOR IMPROVEMENT)		

First Marker Name and Signature	Mark	Date
Second Marker Name and Signature	Mark	Date
Agreed Provisional Mark To be Ratified by the Assessment Board		