

University of the West of Scotland

2024-2025

Module Descriptor

Session: 2024-25 T1

Title of Module: Financial Management for Business			
Code: ACCT08019	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Kenbata Bangassa		
Summary of Module:			
<p>The module is designed to equip candidates with the skills expected from a finance manager responsible for the finance function of a business. The module, therefore, starts by introducing the role and purpose of the financial management function and business environment within the company. In section 2 and 3, the module discusses financial statements namely statement of financial position (SOFP), statement of profit and loss (SOPL) and cash flow (CF), and the management of working capital (cash, inventory, receivables, and payables). Section 4 covers the concept and principles of determining the value for money and further issues in investment appraisal (such as assessing projects with unequal lives, risk, inflation, etc.). Section 5 deals with sources of finance - equity, debt, initial public offerings (IPOs), etc. Section 6 covers fundamentals of operating and financial leasing that are used as a form of business financing. In section 7 students learn the fundamental concepts and principles of capital structure and cost of capital. Finally, Section 8 covers theories of dividend policy and other forms of distributions.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	Hybrid C	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley: X	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate an understanding of financial management, theory of shareholder wealth maximisation principles, and application.
L2	Develop understanding of Investment appraisal by including topics involving further issues such as risk, capital constraints, taxation, inflation, investments with unequal lives, etc.
L3	Understand various short-term and long-term sources of finance, its features, cost of capital, gearing, and distribution of income to creditors, and shareholders.
L4	Develop understanding on principles and importance of managing working capital.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8.1 Demonstrate and/or work with: <ul style="list-style-type: none"> • A knowledge of the scope, defining features, and main areas of financial management. • A discerning understanding of a defined range of core theories, concepts, principles, and terminology associated with financial management.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Apply knowledge, skills and understanding: <ul style="list-style-type: none"> • In using a range of professional skills, techniques, practices and/or materials associated with financial management, a few of which are advanced and/or complex. • To adapt routine practices within accepted standards.
Generic Cognitive skills	SCQF Level 8. <ul style="list-style-type: none"> • Undertake analysis, evaluation and/or synthesis of ideas, concepts, information, and issues that are within the common understandings in financial management.
Communication, ICT and Numeracy Skills	SCQF Level 8. Use a wide range of routine skills and some advanced and specialised skills associated with financial management to: <ul style="list-style-type: none"> • Convey complex information to a range of audiences and for a range of purposes. • Use a range of standard ICT applications to process and obtain data.

	• Use and evaluate numerical data drawn from financial statements to measure financial performance.	
Autonomy, Accountability and Working with others	SCQF Level Choose an item. Click or tap here to enter text.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	ACCT07017 Code:	Module Title: Introduction to Accounting and Finance
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	164
Choose an item.	
Choose an item.	
	Hours Total 200

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Peter Atrill, Financial Management for decision makers, ISBN-13:9781292311432, 2019. Earlier editions can be used. *

Library is requested to have enough copies. Check it out resources available for you to borrow or kept within the library collection to be used on

All lecture and tutorial resources are made available to students via Aula Space for the module.

Community page on Aula space for the module, is expected and monitored on individual first-come-first serve basis to collect students engagement data. Grt involved asking and answering questions.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

- Lecture and Tutorial attendance and engagement asking and answering question raised by educators and classmate.
- Using community pages to ask and answer questions raised by other students.
- Planning for module study times and applying, accordingly.
- Studying lecture and tutorial resources, book chapters, additional references that can be given by educators.
Starting individual tasks and groupwork (if any) in good time and submitting within the due date.
- Preparing for class test, final exam, etc

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the school.)

Supplemental Information

Divisional Programme Board	AFL
Assessment Results (Pass/Fail)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	SBCI
Moderator	Mrs Chicodi Uche-Ugwu
External Examiner	S. Gad
Accreditation Details	None
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Individual Coursework 50%

Assessment 2 – Final Written Exam 50%

Assessment 3

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Coursework	X	X				50%	October/November

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Exam			X	X		50%	Dec/Jan

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components							200 hours