

Session: 2023/24

Last modified:

Title of Module: Exploring Financial Management			
Code: ACCT10012	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Nasir Kolade		
Summary of Module			
Have a detailed knowledge and understanding of the types of investors, lenders, and intermediaries and the types of long—and short-term finance. Be able to critically appraise relevant theories such as market efficiency and agency theory. Critically evaluate, and interpret appropriate financial management techniques and concepts.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						
Term(s) for Module Delivery						
(Provided viable student numbers permit).						

Term 1		Term 2		Term 3	
--------	--	--------	--	--------	--

Learning Outcomes: (maximum of 5 statements)			
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an understanding of the financial environment in terms of the roles of investors, lenders and intermediaries; market efficiency; agency theory and approaches to corporate governance.</p> <p>L2. Use and interpret a range of techniques for appraising financial management decisions.</p> <p>L3. Evaluate the methods and options available for the financial management function in raising and managing short- and long-term finance.</p> <p>L4. Use spread sheets and interpret a range of techniques for appraising capital investment decisions.</p>			
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 10. Understanding the nature and application of financial services products and services. Understanding a range of core theories, principles and concepts. Demonstrating an ability to critically evaluate the research relating to these products.		
Practice: Applied Knowledge and Understanding	SCQF Level 10. Using a range of skills to evaluate materials relating to financial services products and services, some of which are advanced and complex.		
Generic Cognitive skills	SCQF Level 10. Undertaking analysis and evaluation of ideas, concepts, information and issues within the common understandings of the subject. Critically evaluating the research relating to financial needs and products.		
Communication, ICT and Numeracy Skills	SCQF Level 10. Using routine and some advanced and specialised skills associated with financial services products and services to convey complex information.		
Autonomy, Accountability and Working with others	SCQF Level 10. Exercising autonomy and initiative in carrying out defined activities. Managing resources within defined areas of work. Taking responsibility for the work of others in defined activities. Taking account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.		
Pre-requisites:	Before undertaking this module the student should have undertaken the following:		
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:
Module Code:	Module Title:		

	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
MCQ Class Test 30% Group Report 70% (2500 words)	
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
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
Watson D and Head A, Corporate Finance, Principles and Practice (current edition) Pearson, Harlow. Relevant articles from journals.	
<small>(**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)</small>	
Engagement Requirements	
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure	

Supplemental Information

Programme Board	Accounting, Finance and Law
Assessment Results (Pass/Fail)	No
Subject Panel	Accounting U/g
Moderator	Mary Fletcher
External Examiner	To be confirmed

Accreditation Details	N/A
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Coursework Essay
Coursework Presentation (this may include either or both individual and group assessment)
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓			30	1	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation	✓	✓	✓	✓	70		
Combined Total For All Components					100%		

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

[\[Top of Page\]](#)

Note(s):
<ol style="list-style-type: none"> 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
This module is appropriate for any student. UWS Equality and Diversity Policy

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