

## MODULE SPECIFICATION

**1. Title of the module**

Principles of Corporate Reporting

**2. School or partner institution which will be responsible for management of the module**

Pearson College London

**3. The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 4

**4. The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

**5. Which term(s) the module is to be taught in (or other teaching pattern)**

This module can be run in any term: Autumn, Spring or Summer

**6. Prerequisite and co-requisite modules**

None

**7. The programmes of study to which the module contributes**

- BSc(Hons) Professional Accounting in Business - core module
- Integrated Masters in Advanced Professional Accounting in Business - core module

**8. The intended subject specific learning outcomes.**

*On successfully completing the module students will be able to:*

- 8.1 Explain the context and purpose of financial reporting, its qualitative characteristics, and financial information the regulatory influence of company law and international accounting standards.
- 8.2 Explain the accounting equation and demonstrate technical proficiency in the use of double-entry techniques, recording events and accounting systems, along with interpreting the basic application of International Financial Reporting Standards (IFRSs) when appropriate.
- 8.3 Prepare control accounts and bank reconciliations and correct basic accounting errors in the context of a trial balance.
- 8.4 Draft basic financial statements for incorporated and unincorporated entities and groups.
- 8.5 Interpret financial statements using ratio analysis.
- 8.6 Explain how instances of fraud, as opposed to error, might occur in accounting systems.

**9. The intended generic learning outcomes.**

*On successfully completing the module students will be able to:*

- 9.1 Communicate qualitative and quantitative information and ideas accurately and reliably with structured and coherent arguments.

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- 9.2 Evaluate and interpret qualitative and quantitative data and apply to contemporary business contexts.  
 9.3 Evaluate different approaches to solving problems.

### 10. A synopsis of the curriculum

This module aims to familiarise learners with the underlying principles and concepts relating to financial accounting and develop the technical proficiency in the use of double-entry accounting techniques and the preparation of basic financial statements. Being able to apply accounting techniques and systems enables the preparation of accounts for different types of operations and for specific transactions.

The curriculum will include:

- The context and purpose of financial reporting and the qualitative characteristics of financial information.
- Double-entry bookkeeping, the accounting equation and accounting systems.
- Recording transactions and events (income, expenses, cash, inventory, tangible and intangible non-current assets, depreciation, receivables and payables, accruals and prepayments, provisions and contingencies).
- Preparing a trial balance.
- Preparing basic financial statements.
- Preparing basic consolidated financial statements for single subsidiaries and associates (consolidated Balance Sheet and consolidated Profit or Loss Statement).
- Financial statement analysis.

### 11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

- Atrill P "Accounting an Introduction", Latest Edition, Pearson
- ACCA F3 Study Manual, Kaplan Publishing
- 2016 International Financial Reporting Standards IFRS, IASB Consolidated without early application (Blue Book)
- International Journal of Accounting Information Systems, Elsevier
- Gleeson-White, "Double Entry", Allen & Unwin

Access to a comprehensive online database of journal articles and other relevant publications on the Online Learning Environment.

### 12. Learning and Teaching methods

For full details please see the teaching and learning strategy in the programme specification. Students can study this module in the interactive classes model or the mentored independent model. Those on the former will typically experience one lecture and one seminar each week.

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<i>Scheduled Hours:</i>	35
<i>Independent Study Hours:</i>	115
<i>Total Study Hours:</i>	150

### 13. Assessment methods.

#### 13.1 Main assessment methods

This module will be assessed by a 2 hour summative written examination (75% of overall grade) and a 1,000 word summative coursework assessment (25% of overall grade), which will typically take the form of management briefing notes.

A student must pass the summative written examination assessment in order to pass the module.

#### 13.2 Reassessment methods

### 14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

<b>Module learning outcome</b>		8.1	8.2	8.3	8.4	8.5	8.6	9.1	9.2	9.3
<b>Learning/teaching method</b>	<b>Hours allocated</b>									
Private Study	115	X	X	X	X	X	X	X	X	X
Lectures	10	X	X	X	X	X	X			
Seminars	25	X	X	X	X	X	X		X	
<b>Assessment method</b>										
<i>Written examination (2 hours)</i>		X	X	X	X	X	X	X	X	X
<i>Coursework assignment (1,000 words)</i>		X				X			X	X

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### 15. Inclusive Module Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

### 16. Campus(es) or Centre(s) where module will be delivered:

Pearson College London

### 17. Internationalisation

Students taking this module will be expected to keep up to date with international developments and changes relevant to the accounting profession and in particular financial accounting.

Students will be encouraged to think about how local and international contexts affect the corporate reporting decisions made by financial accountants.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

### 18. Partner College/Validated Institution:

Pearson College London

### 19. University School responsible for the programme:

Kent Business School

## MODULE SPECIFICATION

### FACULTIES SUPPORT OFFICE USE ONLY

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)