

ACCT1501 ACCOUNTING AND FINANCIAL MANAGEMENT 1A

Course Outline Semester 1, 2017

Part A: Course-Specific Information
**Part B: Key Policies, Student Responsibilities
and Support**

Table of Contents

<u>PART A: COURSE-SPECIFIC INFORMATION</u>		<u>2</u>
<u>1</u>	<u>STAFF CONTACT DETAILS</u>	<u>2</u>
<u>2</u>	<u>COURSE DETAILS</u>	<u>3</u>
2.1	Teaching Times and Locations	3
2.2	Units of Credit	3
2.3	Summary of Course	3
2.4	Course Aims and Relationship to Other Courses	3
2.5	Student Learning Outcomes	4
<u>3</u>	<u>LEARNING AND TEACHING ACTIVITIES</u>	<u>6</u>
3.1	Approach to Learning and Teaching in the Course	6
3.2	Learning Activities and Teaching Strategies	7
<u>4</u>	<u>ASSESSMENT</u>	<u>8</u>
4.1	Formal Requirements	8
4.2	Assessment Details	8
<u>5</u>	<u>COURSE RESOURCES</u>	<u>12</u>
<u>6</u>	<u>COURSE EVALUATION AND DEVELOPMENT</u>	<u>12</u>
<u>7</u>	<u>COURSE SCHEDULE</u>	<u>13</u>
 <u>PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT</u>		 <u>15</u>
<u>8</u>	<u>PROGRAM LEARNING GOALS AND OUTCOMES</u>	<u>15</u>
<u>9</u>	<u>ACADEMIC HONESTY AND PLAGIARISM</u>	<u>16</u>
<u>10</u>	<u>STUDENT RESPONSIBILITIES AND CONDUCT</u>	<u>16</u>
10.1	Workload	16
10.2	Attendance	16
10.3	General Conduct and Behaviour	16
10.4	Health and Safety	17
10.5	Keeping Informed	17
<u>11</u>	<u>SPECIAL CONSIDERATION</u>	<u>17</u>
<u>12</u>	<u>STUDENT RESOURCES AND SUPPORT</u>	<u>19</u>

PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Position	Name	Email	Location	Phone
Lecturer-in-charge (LIC)	Dr Youngdeok Lim	ACCT1501@unsw.edu.au	QUAD 3069	9385 6081
Lecturer	Dr Chuan Yu	chuan.yu@unsw.edu.au	QUAD 3101	9385 5840
Lecturer	Dr Conor Clune	c.clune@unsw.edu.au	QUAD 3090	9385 6609

All questions or queries to do with course administration, homework or course content which are of a general nature i.e. that would benefit other students MUST be posted on the Discussion Boards on Moodle (the electronic course management tool).

We strongly encourage you to use the Moodle discussion boards to ask and answer questions. Students are encouraged to assist each other. Learning from and teaching each other is a great way to consolidate your own knowledge. A member of the teaching team will oversee your responses and ensure the information provided is accurate and appropriate, but we encourage you to actively assist each other to learn.

For other questions of a *personal* nature please send your correspondence to the ACCT1501 course email box address: ACCT1501@unsw.edu.au and for any general communication with staff on this course.

For face-to-face communication, each member of full-time staff will be available for up to two hours per week for you to consult with on a drop-in basis. You are encouraged to seek help during these consultation times at whichever of those times is convenient to you from any ACCT1501 staff member during their regular consultation hours. ACCT1501 tutors will also provide consultation for the mid-session test and final examination.

In special circumstances, an appointment may be made outside regular consultation hours. The staff consultation timetable is posted on staff office doors and on Moodle at <https://moodle.telt.unsw.edu.au/login/index.php>. Please check the timetable for room locations and note that individual consultation hours may vary occasionally.

During consultation times, attention to students will be prioritised as follows: first preference is given to students attending the staff member's office; second preference is given to phone calls made during staff members' nominated consultation time, followed by email inquiries (of administrative nature only). Any email inquiry that can be answered by reading the course outline or an announcement made on Moodle will *not* be responded to. **Staff will not conduct any consultations by e-mail.** It is also **not** possible for *staff to respond to students who drop-in outside of their regular consultation hours or a previously arranged appointment.*

Please note that appropriate written etiquette must be observed when conducting any written communication with both staff and students on both Moodle and UNSW's email system. When sending an email to a staff member, you must use your UNSW student email and identify yourself clearly using both your student ID and your full name. Communications that use short hand and "SMS" language are not acceptable, and you must communicate using English.

Please be aware that you will not receive a reply to inform you if your email is non-compliant.

2 COURSE DETAILS

2.1 Teaching Times and Locations

It is **essential** that you attend the lecture and tutorial in which you are formally enrolled. All lectures and tutorial spaces have been allocated. If you attend a different time slot, there may not be a seat available.

LECTURE SERIES	DAY	TIME	THEATRE
A	Friday	10:00 – 12:00	Science Theatre
B	Tuesday	10:00 – 12:00	Mathews Theatre A
C	Monday	14:00 – 16:00	Science Theatre
D	Tuesday	14:00 – 16:00	Mathews Theatre A
E	Monday	18:00 – 20:00	CLB 7

Tutorial times and locations can be found on Moodle.

2.2 Units of Credit

ACCT1501 Accounting and Financial Management 1A provides 6 units of credit.

2.3 Summary of Course

ACCT1501 is one of the first year core units in the undergraduate business program. It is the first course in a sequence of courses dealing with the profession and practice of accounting. It illustrates the analysis and design of a financial accounting system which processes financial data and produces financial reports geared to the information needs of interested parties, including stakeholders and so on.

It starts with the introduction of the financial statements, and then details the working of the full accounting cycle, the contents of annual reports and concludes with a brief introduction to management accounting and cost volume profit (CVP) analysis. Additionally, more specific topics such as cash holdings and receivables, inventory, and non-current assets are discussed. It introduces students to the design of accounting systems based on double-entry book-keeping and incorporating other internal controls, and the problems of accounting for cash, debtors, inventories and property, plant and equipment. It also provides a critical introduction to the ideas underlying accounting practice and to issues associated with the uses and limitations of traditional financial reports. The course examines the differences between financial accounting and management accounting and focuses on the use of management accounting information and CVP analysis.

2.4 Course Aims and Relationship to Other Courses

The primary aim of Accounting and Financial Management 1A is to provide students with an introduction to the process and function of financial reporting. Whilst a large proportion of the course is aimed at understanding accounting as a process and taking a preparer's perspective, we will also seek to develop an understanding of the importance of the role of accounting in today's society by discussing relevant cases and issues reported in the media.

This course is offered by the School of Accounting and may form part of an accounting major, double major or disciplinary minor within the Bachelor of Commerce or Bachelor of Economics degrees. This course also constitutes part of the core curriculum of studies required by professional accounting bodies, namely CPA Australia, Chartered Accountants Australia+New Zealand and the Institute of Public Accountants (IPA).

Accounting and Financial Management 1A forms an integrated study program designed to give students an understanding of the way in which financial information is generated and used. Many students undertaking this course will study accounting as a major and will undertake Accounting and Financial Management 1B.

Accounting and Financial Management 1A (ACCT1501) is concerned with the design and analysis of accounting information systems. The assumptions and choices made in the design of an accounting system are explored with particular attention given to financial reporting to external stakeholders and management accounting which revolves around reporting to internal stakeholders of the business.

Accounting and Financial Management 1B (ACCT1511) introduces cash flow statements and considers issues such as recognition and disclosure of financial statement elements, professional ethics, and accounting policy. In addition to the preparer's perspective, it also considers the perspective of a user of financial information with an introduction to financial statement analysis and managerial decision making.

Taken together, the first year accounting courses seek to develop technical competence in recording economic events in the accounting system; a critical understanding of key technical terms and concepts so as to interpret accounting information and reports in the financial press; an ability to argue a reasoned position on key questions of accounting theory and practice; and familiarity with institutional structures that affect the practice of accounting.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to do by the end of this Course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this Course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the Business School. Program Learning Goals are what we want you to be or have by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes – what you are able to do by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed.

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<p>Comprehend the language of accounting and financial reporting;</p> <p>Demonstrate an understanding of the relationship between components of financial reporting;</p> <p>Develop an understanding of the accounting cycle, and the operation of accounting information systems and their ethical implications, and clearly articulate this in class participation;</p> <p>Become familiar with the financial media and its reporting of the public discussion of accounting issues and reporting of financial results of companies;</p> <p>Distinguish between reporting to external and internal users of accounting information;</p> <p>Perform cost volume profit techniques to provide useful information to internal stakeholders.</p>	<ul style="list-style-type: none"> • Tutorial participation • Multiple choice online quiz • Mid-session test • Final examination
2	Critical thinking and problem solving	<p>Develop the skills to learn autonomously and to assume responsibility for your own learning process and complete independently an on-line assessment task;</p>	<ul style="list-style-type: none"> • Tutorial participation • Multiple choice online quiz • Mid-session test • Final examination

		Develop critical thinking skills in analysing, communicating and presenting arguments based on accounting information; Develop problem solving skills to find solutions to tasks relating to accounting application in the practice of accounting.	
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> • Tutorial homework • Mid-session test • Final examination
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Tutorial individual/group participation
4	Teamwork	Work collaboratively to complete a task.	<ul style="list-style-type: none"> • Tutorial group participation
5.	Ethical, environmental and sustainability responsibility	Make judgements on the appropriate responses to certain ethical dilemmas.	<ul style="list-style-type: none"> • Tutorial participation • Multiple choice online quiz • Final examination

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

At university, the focus is on your self-directed search for knowledge. The teaching team will provide lectures, tutorials and other resources in order to help your learning experience. It is up to you to choose how much work you do in each part of the course: preparing for classes; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and the goals you set for yourself in this course. Preparation, tutorial and additional self-study questions are provided to guide your learning process. Furthermore we offer this key advice:

Understand rather than ***memorise***
Take responsibility for learning rather than ***blaming others for failure***
Explore and test ideas rather than ***limit yourself to facts***
Work collaboratively with others rather than ***compete with peers***

Enjoy the experience and you cannot fail¹

The teaching team has put a great deal of thought into the development and presentation of the teaching materials and assessments so that students may experience a flexible but directed introduction to accounting. The team is here to provide the support to *enable you to succeed* but you are in control of your own learning experience and as such, your destiny.

¹ From “**The First Year Experience**”, Ann Game and Andrew Metcalfe, Federation Press, 2003. This book gives great advice on how to start, stay and succeed at uni.

3.2 Learning Activities and Teaching Strategies

The course consists of lectures and tutorials. Students are required to attend one 2-hour lecture each week (weeks 1-12), and one 1-hour tutorial each week (weeks 2-13).

Lectures

Each student is required to register for a lecture time via the NSS system, accessed through the myUNSW portal. There are two hours of lectures per week, which are held in two hour blocks commencing week 1 until week 12. In consideration to other students please: arrive on time, turn off your mobile phones, attend your registered lecture and refrain from distracting or disruptive behaviour when the lecturer is presenting. You will also be expected to participate in the activities in the lecture which have been carefully designed to enhance your learning and understanding of the subject material.

The purpose of lectures is to introduce and explain concepts that are critical to the core themes of the course. In order to maximise the benefits of attending lectures, students are expected to read the relevant study materials thoroughly before attending lectures. Copies of the lecture notes will be available before the lecture for you to download and bring to class. Students are expected to take notes during the lecture. Additional lecture notes or slides (i.e. additional to the content on Moodle) will not be provided after the lecture. Lecturers will provide *in-class worked examples of exam type problems* and engage students in class discussion. The model of teaching in lectures is an interactive one, so ensure you attend lectures prepared to contribute and participate in small group discussion and seek clarification if you don't understand something. We will also use in-class real-time quizzes.

We will also provide a podcast of the lecture material which will be made available to you after the week's lectures. However, we suggest this is not an effective substitute for the face-to-face interaction in a real-time lecture setting and we recommend you use it as an additional study resource. Other than the podcast resource the school provides, lectures may not be recorded or reproduced without the written consent of the lecturer.

Tutorials

Each student is required to register for a tutorial via myUNSW. Tutorials are one hour per week and will be held each week from weeks 2 to 13. Students must attend the tutorial they have been formally allocated. The tutorials constitute the core learning experience of this course. During tutorials, students will be encouraged to discuss and critique accounting concepts and problems in a team learning environment, and to discuss and present their findings to the rest of the class.

It is essential that, prior to a tutorial, you read the relevant course materials and prepare written responses to all questions assigned. In ACCT1501, we set two types of questions: preparation questions and tutorial questions (all questions must be attempted before your tutorial session). All students are expected to complete the preparation questions **and check their solutions prior to attending tutorials**. The solutions to the preparation questions will be posted on Moodle by the end of the week prior to the tutorial being held. If you have any queries or problems with the preparation questions and the solutions provided you should raise this in your tutorial or see your tutor in consultation time. Tutorial questions should also be attempted prior to your tutorial session and will be discussed in the tutorial time. You are expected to prepare for the tutorial questions, including the case studies. Lack of preparation is one of the most common reasons why students fail this course and it will impact your overall success in this course as **10% of the total marks** for the course are dependent on your tutorial preparation and contribution in class. The solutions to the tutorial questions will be posted on Moodle at the end of the week after they have been discussed in class.

Self-Study

Self-study is a key element of the learning design of this course. From time to time, self-study materials will be posted on Moodle to facilitate deeper learning of core elements of the course. The aim of these self-study questions is to encourage students to assume responsibility in their learning process, and to make the tutorials more effective. Thus, the onus is on students to review and complete these materials. The teaching team will be available in consultation hours to assist with difficulties experienced with self-study materials.

4 ASSESSMENT

4.1 Formal Requirements

To be eligible for a passing grade in this course, students must:

- (a) Achieve a composite mark of at least 50% **AND**
- (b) Achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50%.

Please note that there will only be **ONE** supplementary exam which will be held on 17 July 2017. It is the student's responsibility to ensure that he or she is available on the date of the supplementary exam (see Part B.4 for supplementary exam information).

4.2 Assessment Details

The composite mark for **ACCT1501** will be calculated as follows.

Assessment Task	Weighting	Due Date
Tutorial Participation	10%	Weeks 2 - 13
Multiple Choice On-line Quiz	15%	Quiz 1 – March 31 @ 3pm Quiz 2 – April 29 @ 3pm Quiz 3 – May 27 @ 3pm
Mid-session Test	20%	Week 9
Final examination	55%	Exam Period (June 9 – June 26)
TOTAL	100%	

Tutorial Participation (10%) (Weeks 2 - 13)

It is essential that you attempt **all questions** and have a written answer to the **ASSIGNED CASE STUDY** before your tutorial. Your *tutorial participation marks* are dependent on your effort to prepare for the tutorial class, your participation in class discussions, and your case presentation. It is expected that you will have attempted all the questions, preparation and tutorial, including the case study questions, before your tutorial. Tutors will check your homework attempt during class. Students will be (randomly) asked individually or in groups to present tutorial questions or respond to tutor questions. Participation is not necessarily about having the right answers. Tutors will also consider your willingness to ask relevant questions to clarify points. Good participation also involves listening to your fellow students.

To obtain a class participation mark, you must attend the tutorial in which you are enrolled. If you do not attend the tutorial class in which you are officially enrolled, you will not receive a mark. Given the nature of the assessment, **no special consideration will be granted for this assessment.**

Marking Guide for Tutorial Participation

Tutorial homework: Max. 4 marks

In order to encourage students to prepare for tutorials, **your tutor will randomly choose 5 weeks to review your written answers to the assigned tutorial questions (not preparation questions) and mark the best 4 weeks.** Each review is worth a maximum of 1 mark. Although the answers need not be 100% correct to receive full marks, you are expected to make a satisfactory attempt to answer ALL of the tutorial questions including case study question to receive 1 mark (no half mark).

0	No attempt in completing in any of the weeks' homework.
1	1 week of homework completed.
2	2 weeks of homework completed.
3	3 weeks of homework completed.
4	4 weeks of homework completed.

Please note that:

- Answers must be on paper: that is, documents on laptop screens will not accepted.

Tutorial individual participation: Max. 3 marks

0	A student who has attended fewer than 10 tutorials will receive 0 marks, as per UNSW and Business School rules. Students MUST arrive at the tutorial room within 10 minutes of the start of class to <u>qualify as "in attendance."</u>
1	A student who has attended 10 to 12 tutorials, but has not contributed to class discussions, will receive up to a maximum of 1 mark.
2	A student who has attended 10 to 12 tutorials <u>and</u> voluntarily contributed to 3 class discussions in a constructive way will receive a maximum of 2 marks depending on the contributions.
3	A student who has attended 10 to 12 tutorials <u>and</u> voluntarily contributed to 6 class discussions in a constructive way will receive a maximum of 3 marks depending on the contributions.

Tutorial group participation: Max. 3 marks

This task provides you with an opportunity to begin practising your oral communication skills in an academic setting by presenting a case answer for your classmates. This is a group task that enables you to work with some classmates to prepare and deliver a presentation.

Students will form groups of three to four in their tutorial class and present a *case study question* to the rest of the class. The case study questions that form the basis of your presentation are all sourced from the tutorial questions shown by asterisk (e.g. Case 3B, Case 8A, etc, see course schedule page 15). Groups will be formed and case study questions will be allocated in week 3. The maximum time allowed for the presentation is 8 minutes. Each member must present for approximately 2 minutes. The presentations will take place in your tutorials.

Each group member will receive the same mark. The maximum grade is 3. Every group that makes an honest attempt will receive a mark of 1 or 2, even if their answer is not completely accurate or their presentation skills are not polished. Groups who make a special effort to deliver a superior presentation will receive 3 marks. Any students who do not attend their

allotted presentation time, or who have clearly not prepared or contributed to their presentation, will receive 0; their unsatisfactory performance will not impact the group's mark.

Tips for scoring a 3:

Prepare your answer:

As a group:

- (a) Divide the task logically and make sure all group members know what they are supposed to do.
- (b) Organise the presentation so that each member follows smoothly from the others, and the discussion/presentation comes together as a whole, rather than being separate, disjointed parts.
- (c) Decide what the key points are overall, and make sure that these will be communicated clearly to the audience.
- (d) Discuss and check your answers and your workings/argument in your group to identify any errors.
- (e) Make sure that you support any arguments and conclusions with evidence or course concepts (if relevant).
- (f) Check your slides/visual aids to ensure that they are clear and not crowded, visible to the whole class, free of errors, and actually support what you are saying (but do not include *everything* that you are saying on the slides).
- (g) Prepare a one to two sentence introduction, stating the topic/aim/structure of the presentation and introduce the team members.

Individually:

- Decide what *your* key points are, and try to highlight these and make them really clear to your audience.
- Structure your part clearly and logically, so that the audience can follow your train of thought.
- Try to be concise and to the point, and only include what is absolutely necessary.
- Use clear, simple language and explanations which your classmates can understand (use your own words where possible). Define concepts or terminology if you think this is necessary. Check your vocabulary/expression to make sure it is accurate and clear enough for the audience to understand your points.
- Prepare clear calculations (if relevant) and be able to talk the audience through these. Don't just put up the figures for the audience to try to decipher themselves.

Practise your delivery:

- Your voice should be loud enough for everyone to hear, and clear enough to understand (not mumbled or rushed). If you think your accent or your nerves might make it difficult for the audience to follow your presentation, try to speak more slowly and use emphasis and visual aids/slides to reinforce your main points. Check the pronunciation of key terms.
- You don't need to memorise your presentation, but prepare and practise well enough so that:
 - (a) You don't just stand and read from your notes, slides, or the computer monitor. It's OK to use some notes and slides, but try to make eye contact and address the audience directly whenever you can; and
 - (b) You don't get confused or make mistakes as you go through the material.
- Practising together as a group is really valuable for confidence. It also helps the presentation flow smoothly and logically, without any repetition.
- Finally, to make a really effective presentation, try to engage your classmates' interest. Be friendly and enthusiastic about what you are saying. You can be a bit creative if you think it helps.

Mid-Session Exam (20%) (Week 9)

The mid-session class test has been designed to test your knowledge and understanding of fundamental accounting concepts, journals, and the preparation of basic financial statements. The mid-session test will be conducted in the tutorial sessions in Week 9. The exam will be 45 minutes in duration and will consist of questions from materials in lectures 1 to 7. The format of the exam will consist of calculative questions, the preparation of adjusting journals entries, and financial statements. Further details about the exam content and format will be provided closer to exam time.

Students must sit for the exam in the tutorial class in which they have been enrolled.

There will be a very limited opportunity to sit for a supplementary exam for the mid-session test. To apply for this, see Part B.4 regarding general information on special consideration.

Multiple Choice On-line Assessment Quizzes (15%)

In order for you to check your progress at an early stage in this course, the first on-line assessment quiz will start at the end of week 4 via Moodle. The second on-line quiz will start at the end of mid-session break, and the final on-line quiz will start at the end of week 11 to provide you with continuous feedback.

Each quiz will be open for 1 week and worth 5%, meaning that the three quizzes will be worth 15% of the overall assessment for this course. The quiz will consist of 20 multiple choice questions. It is recommended that you complete it within 40 minutes; however, there will be no official time limit. You will have **only one attempt** at the quiz, and your results and feedback will be available to you on-line. You can use the results as a guide to assess your understanding of the course materials.

We have also attached a detailed instructions sheet with this course outline for your information and convenience. A soft copy will also be available on Moodle. The instruction sheet provides you with details of when and how to complete the quiz, what material will be covered in each quiz and what to do if you have technical difficulties when submitting the quiz. **Please ensure you read these instructions carefully, as there will only be very limited opportunity to submit the on-line quiz, and submission dates and times are very strict. There will be NO extensions.** Given the nature of the assessment, **no special consideration will be granted for this assessment.** Further details will be provided as a separate handout.

Final Examination (55%)

Students are required to sit for a final examination paper in this course. The final exam will test your technical competence and accuracy in problem solving, your understanding of accounting concepts, and your ability to critically analyse and articulate your understanding of accounting issues. Students will be advised of the general format and content of the final examination during the lecture in **Week 12**.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

Student Resources

There are two required resources for ACCT1501.

The **required textbook** for first-year courses in Accounting (ACCT1501 and ACCT1511) is:

1. Trotman, K. Gibbins, M. & Carson, E., 2016 **Financial Accounting: An Integrated Approach 6th edition + Management Accounting Supplement**, Melbourne: Thomson Nelson ITP. This is the most recent edition and any previous editions must not be used as a substitute.
The management supplement can be purchased independently online and will be available through Cengage brain website www.cengagebrain.com.au for \$19.95.
2. You are required to access the course material that will be posted on **Moodle** which will cover lecture topics, additional assigned tutorial questions and solutions and additional reading materials.

We also highly recommend the following *Study Guide* to assist your learning (you are not required to purchase this book; it is an *optional* additional resource):

Study Guide to Financial Accounting: An Integrated Approach 6th Edition by Ken Trotman and Elizabeth Carson, 2016

Course Website

A course website will be maintained within the Moodle environment. You are required to have a student number and zPass to access this website at <https://moodle.telt.unsw.edu.au/login/index.php>. You must be enrolled in the course to access the website. The website will contain important announcements, copies of lecture notes, the solutions to the weekly preparation and tutorial questions and other material deemed suitable by the Lecturer-in-charge from time to time. We cannot place any material on the website that involves the use of student IDs or that which raises issues with respect to privacy. If you need help getting started or using Moodle then go to <https://teaching.unsw.edu.au/elearning>.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made to courses based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses. Consequently, significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

We will ask students to complete *evaluations online* to provide overall feedback about the course in general and make constructive comments concerning how we could improve the course. An example of previous feedback requested is more timely feedback and assessments on how students are progressing through the course.

We also seek feedback regarding our *individual lecturers and tutors on their large and small group teaching*. You will also be asked to complete a hardcopy survey form in lectures and tutorials, which are independently analysed and forwarded to the lecturers after the end of the semester when all exams have been marked and results have been released. This information is invaluable as it is used in our personal and professional development, discussed with our Head of School and used to further improve and develop both staff and courses.

7 COURSE SCHEDULE

Week	Week Beginning	Lecture Topics	Preparation Questions	Tutorial Questions
1	Feb 27	Introduction to Financial Accounting (Ch 1) <i>Lecturer: Youngdeok</i>	No Tutorial classes this week	
2	March 6	Measuring & Evaluating Financial Position & Financial Performance (Ch 2) <i>Lecturer: Youngdeok</i>	DQ1.1, 1.3, 1.7, 1.11, P1.3, P1.5, P1.14, Case 1A	DQ1.2, 1.15, P1.7, P1.12, P1.23
3	March 13	The Double Entry System (Ch 3) <i>Lecturer: Youngdeok</i>	DQ2.1, 2.2, 2.11, P1.18, P2.3, P2.18, Case 2A	DQ2.6, 2.20, P1.2, P2.8, P2.10, P2.13,
4	March 20	Record-Keeping (Ch 4) <i>Lecturer: Youngdeok</i>	DQ3.1, 3.2, 3.4, P3.16, P3.18, P3.19, Case 3A	DQ3.3, 3.6, 3.9, P3.5, P3.12, P3.20
On-line Quiz 1: March 24 – March 31				
5	March 27	Accrual Accounting Adjustments (Ch 5) <i>Lecturer: Chuan</i>	DQ4.2, 4.7, 4.14, P4.3, P4.10, Case 4A	DQ4.3, 4.6, 4.9, 4.15, P4.18, P4.19, Case 3B*
6	April 3	Internal control and Cash (Ch 7) <i>Lecturer: Chuan</i>	DQ5.1, 5.3, 5.5, 5.12, 5.13, P5.1, P5.5, P5.7, P5.9, P5.20, P5.21, P5.22, P5.25	DQ5.2, 5.4, 5.21, P5.16, P5.18, P5.19 Case 5A*
7	April 10	Accounts Receivable and further record-keeping (Ch 8) <i>Lecturer: Chuan</i>	DQ7.1, 7.7, 7.11, 7.12 P7.12, P7.15, P7.18	DQ7.8, 7.9, 7.10 P7.15, P7.17 Case 7A*
Mid-Session Break: April 14 to April 23				
On-line Quiz 2: April 22 – April 29				
8	April 24	Introduction to Inventory and Non-Current Assets (Ch 9 & 10) <i>Lecturer: Chuan</i>	DQ8.4, 8.5, P8.4, P8.6, P8.10, P8.18	DQ8.7, P8.6, P8.7, P8.14
Mid-Session Class Test in Tutorial time slots - Week beginning May 1. Students must attend their scheduled tutorial time.				
9	May 1	Financial Reporting Principles, Accounting Standards and Auditing (Ch 6) <i>Lecturer: Conor</i>	Student revision for Test	Mid-Session Test in tutorial session
10	May 8	Financial Statement Analysis – Basic (Ch 15) <i>Lecturer: Conor</i>	DQ9.1, 9.4, 9.9, P9.2, P9.8, P9.12, DQ10.1, 10.4, P10.1, P10.2, P10.6, P10.10, DQ6.3, DQ6.9, DQ6.12, DQ6.14, DQ.15, DQ6.18, P6.5, P6.6, P6.22, P6.23, P6.24	DQ9.3, P9.7, P10.15, P10.16 DQ6.1, DQ6.17 P6.25*
11	May 15	Management Accounting: Introduction and Cost Concepts <i>Lecturer: Conor</i>	DQ15.1, DQ15.4, DQ15.5, DQ15.6, DQ15.7, DQ15.9, P15.2, P15.4, P15.6, P15.11, P15.16	DQ15.16, P15.3, P15.10 Case 15B*
On-line Quiz 3: May 20 – May 27				
12	May 22	Management Accounting: CVP Analysis <i>Lecturer: Conor</i>	DQM1.2, DQM 1.3, DQM 1.10, PM1.4, PM1.6, PM1.7, PM1.10	Mid-Session Test feedback & DQM1.5, DQM1.12, PM1.1, PM1.5, PM1.8 PM1.9*
13	May 29		DQM2.1, 2.2, 2.3, PM2.3, PM2.5, PM2.7, PM2.8, PM2.11	DQM2.5, DQM2.6, PM2.10, PM 2.12
Study Period: June 3 to June 6				
Final Examination Period: June 9 to June 26				
Supplementary Examination: July 17				

Guide to preparation and tutorial questions:

The preparation and tutorial questions can be found in Trotman, Gibbins & Carson Edition 6th edition and Management Accounting Supplement and appear at the end of each chapter:

DQ refers to Discussion Questions,

DQM refers to Discussion Questions in the Management Accounting Supplement,

P refers to Problems,

PM refers to Problems in the Management Accounting Supplement and

Cases can be found in the textbook at the end of each chapter. Cases for group presentation are shown by asterisk (*) in tutorial questions.

For example, DQ1.1 is Discussion Question 1 in Chapter 1; P9.3 is problem question 3 in chapter 9, and Case 1A is found at the end of chapter 1, case A.

We will also provide *additional questions* for revision throughout the semester.

Do not seek out past exam papers from the library as this course has significantly changed and previous exam papers are not relevant to the current course curriculum. We will provide you with ample opportunity to practise exam type questions throughout the semester to ensure you are exam ready and enabled to be successful in this course.

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>.

To see if you understand plagiarism, do this short quiz:
<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Students>Learning support> Resources>Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to

leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Business School Protocol on requests for Special Consideration for Final Exams:

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by

the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require all assessment tasks attempted and a satisfactory result in each assessment item specified in the Course Outline and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate and postgraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2017 are:

Tuesday 11 July 2017	Exams for the School of Accounting , Marketing
Wednesday 12 July 2017	Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies
Thursday 13 July 2017	Exams for the School of Economics, Taxation and Business Law, Information Systems

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The Business School's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:
www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.

Special consideration and assessments other than the Final exam:

There will only be a very limited opportunity to sit a supplementary mid-session class test and this must be (pre)approved by the LIC after the completion of a special consideration form with appropriate documentation either before or within 3 days of the actual class test date. No special consideration will be granted for tutorial participation and on-line MCQ quizzes.

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
<https://www.business.unsw.edu.au/students/resources/learning-support>
The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: edu@unsw.edu.au.
- **Business Student Centre**
<https://www.business.unsw.edu.au/students/resources/student-centre>
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre**
www.lc.unsw.edu.au
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**
<https://www.library.unsw.edu.au/study/services-for-students>
- **IT Service Centre:**
<https://www.it.unsw.edu.au/students/index.html>
Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing>
Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au
- **Disability Support Services**
<https://student.unsw.edu.au/disability>
Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au