ACCT1511
Accounting & Financial Management 1B

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
# Table of Contents

## PART A: COURSE-SPECIFIC INFORMATION

1. **STAFF CONTACT DETAILS**  
2. **COURSE DETAILS**
   - 2.1 Teaching Times and Locations
   - 2.2 Units of Credit
   - 2.3 Summary of Course
   - 2.4 Course Aims and Relationship to Other Courses
   - 2.5 Student Learning Outcomes

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8. **PROGRAM LEARNING GOALS AND OUTCOMES**

9. **ACADEMIC HONESTY AND PLAGIARISM**

10. **STUDENT RESPONSIBILITIES AND CONDUCT**
   - 10.1 Workload
   - 10.2 Attendance
   - 10.3 General Conduct and Behaviour
   - 10.4 Health and Safety
   - 10.5 Keeping Informed

11. **SPECIAL CONSIDERATION**

12. **STUDENT RESOURCES AND SUPPORT**
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

The following full-time staff members are assigned to the course:

<table>
<thead>
<tr>
<th>Course Role</th>
<th>Staff</th>
<th>Email</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Dr Per Tronnes</td>
<td><a href="mailto:p.tronnes@unsw.edu.au">p.tronnes@unsw.edu.au</a></td>
<td>Quad 3095</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Victoria Clout</td>
<td><a href="mailto:v.clout@unsw.edu.au">v.clout@unsw.edu.au</a></td>
<td>Quad 3091</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Mr Brian Burfitt</td>
<td><a href="mailto:b.burfitt@unsw.edu.au">b.burfitt@unsw.edu.au</a></td>
<td>Quad 3081</td>
</tr>
</tbody>
</table>

The policies regarding staff contact are as follows:

- The full-time staff will be available for consultation starting from Weeks 2 to 13 and STUVAC.
- Consultation hours will be advised on Moodle in a consolidated timetable. Students are encouraged to consult with staff face-to-face. Consultation will not be provided via email or phone.
- Content questions can ONLY be posted to the Discussion Board on Moodle. These questions will not be answered by email.
- Consultation times during Week 13 and STUVAC will likely vary and be posted on Moodle later in the semester.

While emails to staff should be a rare occurrence as noted above, in instances where it is warranted please make sure that:

- You use your UNSW email address when corresponding with AFM1B staff. Emails from other addresses are not accepted nor replied to.
- You must use appropriate communication level with staff, emails and discussion board posts that use short hand and “Texting” language are not acceptable, and communication must be in English. If your email cannot be understood by staff will not reply.
- You must identify yourself by your full name, student number and seminar day and time.

Please be aware that Staff will not reply to students to inform them if their emails are noncompliant.

Complaints about this the assessment and other aspects of this course should be directed to the Lecturer-in-Charge in the first instance and if unsatisfied with the response should then be directed to the School of Accounting Grievance Officer: https://www.business.unsw.edu.au/about/schools/accounting/contact
2 COURSE DETAILS

2.1 Teaching Times and Locations

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

Seminars start in Week 1 and continue to Week 12 (inclusive). The time and location are as per myUNSW. Students can only undertake assessments of this course in the seminar enrolled in on myUNSW and in the group allocated.

If a student does not attend at least 80% of seminars, this is 10 seminars out of 12 seminars and this includes being physically present for the full 2 hour seminar, then the student may be given a grade of unsatisfactory fail (UF). Medical certificates can be provided to cover an absence from a seminar. A student who leaves the 2 hour seminar before the seminar has concluded will be marked as absent. Class conduct must consistent with the UNSW Student Code Policy: https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

Accounting and Financial Management 1A and 1B are part of the integrated first-year accounting program designed to give students an understanding of the ways in which financial information is generated within the corporation, and the uses of this information.

- AFM1A is concerned with the analysis and design of a financial accounting system which reflects the activities of an entity in the economic and legal environment, and attempts to meet the information needs of parties in the present institutional and regulatory environment. The assumptions and choices made in the design of such an accounting information system are explored.

- AFM1B builds on this introductory knowledge from AFM1A by showing ways in which accounting information systems can accommodate more complex events and provide additional reports. It further develops the preparation of the Balance Sheet, Income Statement and Cashflow Statement. It also considers the analysis of financial statements by users, the use of accounting information by the management within the entity. AFM1B prepares you for further accounting courses and contains the appropriate preparation for you in an accounting major.
2.4 Course Aims and Relationship to Other Courses

This course is offered by the School of Accounting and is a core course for students enrolled in the Bachelor of Commerce Major in Accounting (or Double-Major with Accounting and some other major). To enrol in this course, the following pre-requisite must have been satisfied – ACCT1501: Accounting and Financial Management 1A. This course is also a part of the core curriculum studies required by CPA Australia and the Institute of Chartered Accountants in Australia (ICAA).

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 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’).

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

**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 (they may also be developed in seminars and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | • Define, identify, and classify economic transactions into components of the financial statements, such as revenues, expenses, assets (current assets such as inventory, and non-current assets), liabilities, and equity, and be able to explain their inter-relationships.  
• Demonstrate technical competency with journal entries & T-accounts, in order to construct financial statements.  
• Complete the preparation of the Balance Sheet & Income Statement and understand how they articulate through the Statement of Changes in Equity.  
• Prepare a Cash Flow Statement using both the direct and indirect methods, as well as recognise its relationship to the Balance Sheet and Income Statement, and distinguish between three different types of cash flows.  
• Analyse the financial statements in order to determine a corporation’s performance as part of the investment decision making process, by calculating and interpreting financial ratios and accounting policies.  
• Prepare management reports including the Cost of Goods Manufactured Statement and Budgets for manufacturing organisations, and understand how these reports are used by managers in their decision making. | Video quizzes  
Team quizzes  
Exit quizzes  
Final Exam |
| 2 Critical thinking and problem solving | • 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.  
• To interpret and analyse transaction data, financial statement data and to communicate the findings of these results.  
• Become familiar with the financial media of real-world accounting and its reporting of the public discussion of accounting issues and reporting of financial results of companies | Team quizzes  
Exit quizzes  
Final Exam |
| 3 a Written communication | Construct written work which is logically and professionally presented. | Final Exam |
| 3 b Oral communication | Communicate ideas in a succinct and clear manner during seminars. | Not specifically assessed |
| 4 Teamwork | Not specifically addressed in this course. | Not specifically assessed |
| 5 a Ethical, social & environmental responsibility | Not specifically addressed in this course. | Not included in this course. |
| 5 b Social & cultural awareness | Not specifically addressed in this course. | Not included in this course. |
3 LEARNING AND TEACHING ACTIVITIES

Successful study of ACCT1511 requires discipline, persistence, diligence but, most of all, your engagement with the teaching and learning activities. At UNSW, the focus is on your self-directed search for knowledge. Seminars, online videos, Moodle materials and textbook readings are designed to help you learn. The aim is provide you with a flexible but directed learning approach. The assessment items of team quizzes and exit quizzes will provide you with feedback on your performance in the course.

3.1 Approach to Learning and Teaching in the Course

In this course there is only one class per week – a 2 hour seminar. Students are expected to attend seminars and interact with their group as well as the seminar lecturer. Students who routinely miss seminars and/or do not participate actively during the seminars typically fail this course. Speak up during seminars to obtain the maximum benefit. Behaviour during seminars can be informal but must remain respectful to your fellow students and towards the seminar lecturer.

3.2 Learning Activities and Teaching Strategies

There will be weekly 2 hour seminars over 12 weeks of seminar for this course. Prior to each seminar you are required to watch the course videos on Moodle during that topic week to obtain the video quiz marks. The course videos are a necessary online component of the course for preparation for each seminar but are not a substitute for seminar attendance. This is not a fully-online course, it includes a face-to-face component of a seminar. Complete the preparation questions as directed from section 7 of this course outline prior to class, where these questions are from the textbook. During the seminars questions will be worked through as a group in order to complete the team quizzes and the individual exit quizzes. These seminars questions will be posted weekly on the course Moodle site and must be printed and brought to seminar each week. Each seminar provides you with the opportunity to test your knowledge – the lecturer may direct you to present some of your group’s answer from time to time. Active participation during the seminars is vital for you to get the most out of the seminar. The seminars will involve lively discussion, debate, questioning and informal presentations.

This course will use the smart student response system Socrative to (i) conduct weekly team quizzes and (ii) individual exit quizzes. It is important that all students have access to Socrative, therefore, students are encouraged to bring their web-enabled devices to lectures and tutorials (e.g. smart phones, tablets, and laptops). The Socrative app is available in Google Play and iTunes stores or login to www.socrative.com from a browser on a wifi capable device. In the event that a web-enabled device is not available, students may be given traditional paper-based quizzes/feedback forms.

In addition, Moodle will be used to facilitate online discussions, post videos, as well as general announcements. Students are responsible for checking Moodle on a regular basis.
3.3 Learning support & feedback in this course

In order to obtain feedback on content questions you should in the first instance ask your lecturer during the seminar. As your group prepares an answer to a seminar question the lecturer will be providing feedback to the group as a whole and to individuals where needed. Students must take notes during the seminar in order to obtain the full benefit of the seminar. Notes should be made on paper where possible and templates for questions printed from Moodle and brought to the seminar. In order to be able to answer seminar questions during class students need to come to the seminar prepared – i.e. having watched the videos on the Active Learning Platform (ALP) that can be accessed through Moodle, completed the preparation questions (listed in section 7 of this course outline and contained in the textbook) and printed out the Seminar Questions from Moodle.

Staff Consultation: from week 2

Staff consultation times provide a friendly opportunity to meet with one of the lecturing team in a different environment in which to address your general areas of difficulty in the course. This is a face-to-face opportunity to have your questions answered. Specific questions are welcome. Staff consultation can also be used to ask general questions, like "I'm having real difficulty in applying the definition and recognition criteria of assets. Can you please help me?" The full-time teaching staff of 1B are available for consultation whether you take 5 or 50 minutes. As such, you are wasting resources by NOT attending. However, note that during busy times staff will try to accommodate as many students as possible. The staff will be available during the STUVAC week for consultation prior to the final exam (details will be provided on Moodle).

Peer Assisted Study Sessions (PASS): from week 2

PASS is an integral component of ACCT1511. They are alternative consultations sessions in a more informal setting. Feel free to walk-in and walkout anytime or stay for the entire 2 hours. PASS leaders are third year students who have gone through a similar experience and can understand and empathise with your situation.

In these sessions your PASS leader will help you revise seminar materials from previous weeks, and answer any questions (whether general or specific) that you may have.

For more information see:
https://www.business.unsw.edu.au/students/resources/learning-support/peermentoring/peer-assisted-study-sessions-(pass)
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50%; **AND**
- Achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50%, **AND**
- Make a satisfactory attempt at all assessment tasks (see below).

In accordance with the university policy, you are expected to attend at least 80% of all classes (this is 10 out of 12 classes).

Please note that there will only be ONE supplementary exam that will be held on 12 July 2016. It is the student’s responsibility to ensure that he or she is available on the date of the supplementary exam (see Part B.3 for supplementary exam information).

Note that the “pass conceded” (PC) grade will no longer be granted from semester 1, 2016 onwards.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Quizzes</td>
<td>5%</td>
<td>See 4.3 below</td>
<td>10 topics, from topic 3 to 12, on Moodle, worth 0.5% each</td>
</tr>
<tr>
<td>Team Quizzes</td>
<td>20%</td>
<td>See 4.3 below</td>
<td>Best 5 out of 11 weeks, start week 2, held during seminars</td>
</tr>
<tr>
<td>Exit Quizzes</td>
<td>15%</td>
<td>See 4.3 below</td>
<td>Best 5 out of 11 weeks, start week 2, held at the end of the seminar</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
<td>2 hours 10 minutes perusal</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Public Holidays: Where a seminar is affected by a public holiday, students may attend another seminar for their own learning (see Moodle for the timetable). They will be automatically recorded as being present in that week.
Video Quizzes (5%)

This quiz is worth 0.5% for each topic set of videos watched for topics 3 to 12, where a total of 5% can be obtained by watching the topic videos. To obtain the video quiz for a particular topic the videos of that topic must be watched by the end of that week. For example Topic 3 video must be watched before Sunday 20 March 5pm. In order to achieve the marks for the video quiz you must watch the video in its entirety using the Active Learning Platform (ALP) accessible through the Moodle course website. The ALP monitors whether a video has been watched fully, partially or not at all. In order to obtain full marks for video quizzes you must watch all the videos.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>½</td>
<td>Fully watched the set of videos on a particular topic (Topics 3 to 12) by the end of that week that the topic is covered (e.g. Sunday 20 March 5pm for Topic 3).</td>
</tr>
<tr>
<td>0</td>
<td>Partially watched the set of videos for a particular topic.</td>
</tr>
<tr>
<td>0</td>
<td>Did not watch any videos for a particular topic.</td>
</tr>
<tr>
<td>0</td>
<td>Watched the video fully after the week end of that topic (e.g. after Sunday 20 March 5pm for Topic 3).</td>
</tr>
</tbody>
</table>

Each video must be watched on the ALP via the link on the course Moodle site.

Team Quizzes (20%)

Pre-reading for the team quizzes is specified in section 7 of this course outline watching the course videos on Moodle and preparation question should be completed prior to attending the seminar as preparation for these quizzes. Team quizzes are based on the Team-based Learning approach – a collaborative learning teaching strategy. In each quiz you will work collaboratively with your group to solve multiple choice questions (MCQs) that are based on the seminar questions.

Each team quiz is worth 4 marks. It is consist of 4 questions, worth 1 mark each.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correct answer.</td>
</tr>
<tr>
<td>0</td>
<td>No answer</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect answer</td>
</tr>
</tbody>
</table>

Each quiz will have 4 questions worth 1 mark each, with a total of 4 marks per quiz. Minimum of zero for each quiz.

The marks of the best 5 out of 11 team quizzes will count towards the total course assessment. A student must be been physically present in their officially enrolled seminar and working with their allocated group in order to obtain a mark for a team quiz. There is no supplementary opportunity to take the team quiz at a different day or time.

Exit Quizzes (15%)

At the seminar students will answer an individual exit quiz through Socrative. The best 5 out of out 11 exit quizzes will be awarded. Each quiz is worth up to 3 marks each and will contain 3 multiple choice questions (MCQs) worth 1 mark each. The exit quiz will be based on the topic of the week of that seminar. You will need to understand the seminar question answers that your group has derived in order to be able to answer
the exit quiz. No help can be obtained from other students in the same seminar and no help from students in seminars earlier in the week. Each seminar will have a different but similar difficulty exit quiz.

### Marking guideline: Exit Quizzes

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correct answer.</td>
</tr>
<tr>
<td>0</td>
<td>No answer</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect answer</td>
</tr>
</tbody>
</table>

Each exit quiz will have 3 questions worth 1 mark each, with a total of 3 marks per quiz. Minimum of zero for each quiz.

The marks of the best 5 out of 11 exit quizzes will count towards the total course assessment. A student must be physically present in their officially enrolled seminar in order to obtain a mark for an exit quiz. There is no supplementary opportunity to take the exit quiz at a different day or time.

### Final Examination (60%)

The final examination will be held during the formal end-of-session examination period. The duration of the examination will be 2 hours. The final examination will cover Topics 1 to 6 as per section 7 of the course outline. Further details will be provided in the Final Exam information document on Moodle.

The aim of the final exam is to enable you to demonstrate to the examiner that you have achieved all the Program Learning goals and outcomes for this course and acquired an adequate level of technical competency in accounting so as to apply it analytically and critically in a business environment.

You will need to bring a university-approved calculator, blue or black pens, and 2B pencils to the exam. Please make sure to get your calculator approved by the university prior to the exam, details at the link below: (https://my.unsw.edu.au/student/academiclife/assessment/examinations/Calculator.html).

The examination will consist of several written questions and a set of multiple-choice questions. Each written question will carry multiple parts and may consist of both numerical questions and questions that require short written answers. All questions are to be attempted.

### Marking guideline:

#### Numerical (Calculation, T-accounts, formulas)

Marks will be awarded based on (i) the degree of accuracy in the selection and application of formulas to problems; and (ii) clear, logical and comprehensive workings that reflect students’ understanding of the concepts underlying the calculation. **Marks will not be awarded for writing down a formula without any application.** There will be no penalty for carry-on errors.

#### Discursive, Journal-entries

Marks are awarded based on students’ ability to demonstrate (i) comprehension of the problem; (ii) understanding of the relevant concepts; and (iii) the ability to apply relevant concepts correctly to the specific context of the problem. **Marks will not be awarded for writing down information without correct application to the given problem.**

Note: Half marks will not be awarded.

**MARKS MAY BE DEDUCTED FOR ANSWERS DEMONSTRATING A COMPLETE LACK OF UNDERSTANDING OF CORE CONCEPTS; OR BEING TOTALLY OFF TOPIC.**
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

Videos and other materials will be provided on the course website.

The Prescribed Textbook is:


You should have a copy of the above textbook as it was used in AFM1A previously. There are many second-hand copies available and we use textbook questions as preparation and PASS questions. The textbook is available as an e-book from Cengage.

Access to the Management Accounting Supplements for the 5th edition is via the instructions provided with the textbook MAC card (not the other card that is about general resources). The supplementary chapters can be purchased individually using the details provided on Moodle. The Supplement will not be made available by staff due to copyright restrictions.

Highly Recommended resources:

  Note: relevant standards are indicated where appropriate in the weekly lecture materials.

Course Website:

This course has a Moodle site. You are required to have a student number and zpass to access this website at: https://moodle.telt.unsw.edu.au/login/index.php In addition, you must be enrolled in the course to access the course Moodle site. The Moodle site will contain important announcements, copies of seminar questions, videos for each topic, the solutions to the weekly seminar questions and preparation questions, in addition to other material deemed suitable by the Lecturer-in-charge from time to time. 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 based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Changes to this course will benefit subsequent cohorts of students. ACCT1511 provides a view of accounting in a seminar team-based learning approach and seeks to offer insights into real world accounting issues.
## 7 COURSE SCHEDULE

Seminars start in Week 1 and continue to Week 12. There are no seminars during Week 13. Consultation is from Week 2 to STUVAC week.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Topic</th>
<th>WK</th>
<th>Sub-topics within the week</th>
<th>TGC reading sections(^*)</th>
</tr>
</thead>
</table>
| 1     | Assets| 1  | 1.1 Asset essential characteristics and recognition criteria  
 1.2 Depreciation of non-current assets  
 1.3 Non-current asset disposals         | 6.3; 10.1-10.5                |
|       |       | 2  | 1.4 Measurement methods for assets  
 1.5 Revaluation model  
 1.6 Impairment  
 1.7 Intangible assets and goodwill     | 6.4; 10.6-10.8;                |
| 2     | Liabilities| 3 | 2.1 Liabilities essential characteristics and recognition criteria  
 2.2 Bonds                           | 11.1-11.6                     |
| 4     |       | 4  | 2.3 Provisions  
 2.4 Contingent liabilities            | 11.8-11.9                     |
| 3     | Financial statements| 5 | 3.1 Share capital  
 3.2 Reserves  
 3.3 Retained profits and dividends  
 3.4 Bonus issues and share splits     | 12.3-12.8                     |
|       |       | 6  | 3.5 Revenue recognition  
 3.6 Expense recognition  
 3.7 Income statement  
 3.8 Statement of changes in equity  
 3.9 What if analysis                 | 13.1-13.6                     |
| 4     | Cash flow statement & cash flow analysis| 7 | 4.1 Cash flow components  
 4.2 Direct method estimation cash flow statement | 14.1-14.3                     |
|       |       | 8  | 4.3 Indirect method estimation cash flows in operating activities  
 4.4 Decision usefulness of cash flows  
 4.5 How to analyse cash flow information  
 4.6 Lifecycle of firms  
 4.7 Cash Flow ratios  
 4.8 Analysis of risk of bankruptcy   | 14.4-14.6                     |

**Mid-semester break – 25 March to 3 April**

| 5     | Accounting Policy Choice| 9  | 5.1 Financial Statements background  
 5.2 Comparative analysis  
 5.3 Business and competitive analysis | 15.1-15.10                    |
|       |                        | 10 | 5.4 Accounting policy choices overview  
 5.5 Accounting policy choice effects leverage ratio  
 5.6 Accounting policy choice effects on intangibles | 16.1-16.7                     |
| 6     | Management Accounting| 11 | 6.1 Cost measurement and cost assignment  
 6.2 Job-order and process costing  
 6.3 Actual and normal costing  
 6.4 Normal costing – applied Overhead  
 6.5 Cost flow through the manufacturing cycle | M3*                           |
|       |                        | 12 | 6.6 Budgeting in a manufacturing organisation  
 6.7 Behavioural Dimension of Budgeting | M5*                           |

Note: ^ sections are taken to be inclusive of all sections indicated.

\(^*\) the readings with this symbol come from the Management Accounting Supplement to the TGC textbook, where these chapters are accessible online as an e-book using your MAC card that came with the textbook, otherwise without the card you will need to purchase the e-chapters in addition to the TGC textbook.
Preparation Questions from the Trotman, Gibbins & Carson 5th edition textbook at the end of the chapter:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Class</th>
<th>Preparation Questions In the TGC Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assets</td>
<td>1</td>
<td>P 6.16, 6.12, 10.18, 10.24</td>
</tr>
<tr>
<td>2</td>
<td>Liabilities</td>
<td>2</td>
<td>P 10.20, 10.22, 10.25, Case 9B</td>
</tr>
<tr>
<td>3</td>
<td>Financial statements</td>
<td>3</td>
<td>PP A; P 11.10, 11.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>P 11.14, 11.15, 11.19, 11.20, 11.21</td>
</tr>
<tr>
<td>4</td>
<td>Cash flow statement and cash</td>
<td>5</td>
<td>Ch 12 DQs 5,6,7,9,13,14</td>
</tr>
<tr>
<td></td>
<td>flow analysis</td>
<td></td>
<td>P 12.11, 12.12, 12.15, 12.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>Ch 13 PP B, C and D</td>
</tr>
<tr>
<td>5</td>
<td>Accounting Policy Choice</td>
<td>7</td>
<td>Ch 14 DQ 1,4,6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P: 14.1, 14.2, 14.3, 14.4, 14.10, 14.11,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14.12, 14.15, 14.16,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>Ch 14 DQs 2, 3, 5, 7, 8, 9, 10, 11,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ps 14.5 to 14.9, 14.17, 14.18, 14.19</td>
</tr>
<tr>
<td>6</td>
<td>Management Accounting</td>
<td>9</td>
<td>Case 15A, 15D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>P 16.15, P9.12, Case 16B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>PP A, B*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>P M5.9*</td>
</tr>
</tbody>
</table>

Notes: PP = Practice Problem; P = Problem; DQ = Discussion Question, Cases can be found in the textbook at the end of each chapter. *These questions can be found in the Management Accounting Supplement.

The above question in the table can be found at the end of the chapters in the Trotman, Gibbins & Carson 5th edition textbook. For example, P6.16 is problem question 16 in chapter 6, Case 9B is found at the end of chapter 9, case B.

Seminar Questions will be provided on Moodle on a weekly basis and may be from the textbook or past exam papers.

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 after 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.

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</td>
</tr>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective professional communicators.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
</tr>
</tbody>
</table>
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/harvard-referencing

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

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf

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 seminars, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment, where 80% is 10 seminars out of 12 seminars. 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 seminars 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 (pdf - download here) 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 UG final exam special considerations), not by lecturers.
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 policy on requests for special consideration for Final Exams in undergraduate courses:**
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 items of the course attempted and a satisfactory result for each assessment item and meeting the obligation to have attended 80% of seminars – where this is 10 seminars out of 12 seminars.
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 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, 2016 are:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accountancy and Economics
   - 14th July – exams for the School of Economics
   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. Failure to attend the supplementary exam will 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.


Special consideration and assessments other than the Final Exam in undergraduate courses:

There are no supplementary opportunities to take the video quizzes, team quizzes, and exit quiz at a different day or time. Students must watch the video prior to the cut-off date in order to achieve the video quiz mark. Students must be physically present during the seminar and working with their allocated group in order to achieve the team quiz mark for that week. Students must be physically present during the seminar to undertake the exit quiz. For team quizzes students receive the 5 best out of 11 team quiz marks for which they are present. For individual exit quizzes students receive the best 5 out of 11 exit quiz marks.

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 provides 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 5584; 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 training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**

- **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

- **Student Equity & Disabilities Unit**  
http://www.studentequity.unsw.edu.au  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au