



**London
South Bank
University**

EST 1892

Module Guide

Management Accounting for Decision Making

BAF_6_MAD

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Business

Level 6

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1. MODULE DETAILS

Module Title:	Management Accounting for Decision Making
Module Level:	6
Module Reference Number:	BAF_6_MAD
Credit Value:	20 CAT points
Student Study Hours:	200
Contact Hours:	48
Private Study Hours:	152
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA Business Management top up.
Year and Semester	Year Three, Semester Two
Module Coordinator:	Jonathan Rooks



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N/A

Teaching Team & Contact Details (If applicable):

Subject Area:

Accounting & Finance

Summary of Assessment Method:

Individual coursework and group coursework.

External Examiner appointed for module:

Dr Yawen Hudson, Liverpool Business School, Liverpool John Moores University.



2. SHORT DESCRIPTION

The module is intended to develop an understanding of the principles and application of the decision making, planning and control techniques required for reporting to senior management within an organisation. Recognising that many students on the module will not have studied management accounting before and will not necessarily be planning to work in a management accounting role, the module will **develop an understanding of the key management accounting issues that students are likely to have to deal with in their careers.**

3. AIMS OF THE MODULE

This module develops the student's capabilities to carry out analysis of the management information to support the management process within the organisation. It will give students a thorough understanding of the difficulties and problems associated with using management accounting information in a fair and unbiased manner.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On completion of this module students should be able to:

Explain and apply different techniques to measure business performance and make decisions

Critically discuss current issues and developments in management accounting

Critically evaluate how management accounting techniques fit into the overall strategic planning system of an organisation

Propose with justification suitable management accounting systems for different types of organisations and work successfully with the techniques covered in the module

Demonstrate understanding of the ethical issues and problems involved in being a management accountant.

4.2 Intellectual Skills

On completion of this module the student should be able to:

Demonstrate understanding of management accounting principles and business processes

Analyse organisational needs in order to create a basic strategic and operational plan with solutions and recommendations.

4.3 Practical Skills

On completion of this module the student should be able to:

Use the calculation methods used in management accounting and recognise appropriate methods to be used in certain business scenarios.

4.4 Transferable Skills

On completion of this module the student should be able to:

In addition to developing their knowledge of management accounting, students will have the opportunity to develop skills in communication (presentation and group working), numeracy and the use of information technology, learning how to learn, the understanding of methodologies and abilities in critical analysis and report writing and referencing. These will be principally assessed in the course assignments.

5. ASSESSMENT OF THE MODULE

The module will be assessed by a written assignment (contributing 75% of the final mark) and a group presentation (contributing 25% of the final marks). The assessment criteria will normally include the ability to synthesise information and ideas; the ability to critically evaluate data; demonstration of independent reading and the ability to research and clearly express ideas and conclusions and the appropriate use of the Harvard referencing.

Coursework:

The written assignment will be based around a business scenario and will not exceed 3,000 words in length. The assessment criteria will be advised in full when the assignment is issued. The assessment will be aimed at revealing a reflective and practical approach to management accounting issues. Students will receive credit for knowledge, skills, understanding and original ideas. Students will be required to submit their work electronically through Moodle and will be expected to review the Turnitin report on their work before final submission.

Presentation:

The purpose of group work is to give students the opportunity to extend their understanding of a relevant topic while developing transferable skills relating to teamwork and presentation.

The class will be divided into groups. Each group will make a presentation on a different topic. These will be topics that are relevant to the module syllabus, but have not been covered in detail in the class. As the presentation forms part of the teaching on the module, the marks will also reward the academic content as well as the presentation skills.

Groups are expected to work together and every member of the group is expected to contribute to the presentation. The marking scheme will consider the individuals contribution as well as the quality of the overall presentation.

The use of information technology, including the use of appropriate software which may include word-processing, spreadsheets and presentational software.

Written communication skills including clarity of expression, structure, standard of presentation, awareness of the purpose and the intended audience.

The assessment of this module is aimed at revealing a reflective and practical approach to management accounting issues. Students will receive credit for knowledge, skills, understanding and original ideas. Students will be required to submit their work electronically through Moodle and will be expected to review the Turnitin report on their work before final submission.

PROVISIONAL COURSEWORK

This will be confirmed as will be submission and feedback return dates.

Scenario:

You are the accountant for a small cancer charity and have been asked by the trustees of the charity to develop a Balanced Scorecard for them to view on a monthly basis.

The charity provides advice and support to those affected by cancer; provides care for cancer sufferers and also helps to fund cancer research.

You should provide an appropriate number of measures under each of the perspectives to allow the charity trustees to be able to evaluate on a monthly basis how well the charity is meeting its objectives and justify the use of these measures.

Guidance:

You should take as your example the cancer charity The Big C. <http://www.big-c.co.uk/>

You can assume that the objectives and activities of your charity are the same as The Big C.

DO NOT CONTACT THE BIG C!!

You are not expected to explain the purpose of a Balanced Scorecard or describe its constituent parts. There are not any marks for doing that. This is not an essay about the Balanced Scorecard, it is an exercise in constructing a Balanced Scorecard appropriate for a specific organisation.

You must include a copy of the Balanced Scorecard that you would present to the trustees.

You are not expected to do any calculations, but you may include numbers (which you can make up) if it helps you to explain one of your proposed measures.

You are expected to ensure that the measures are appropriate to the organisation and to explain how the measure will be useful.

You are expected to reference your work appropriately. Several relevant journal articles have been provided.

Marking scheme.

Proposed measures. 20 marks.

Justification and explanation of measures. 40 marks

Layout of your Balanced Scorecard. 10 marks

Appropriate referencing. 5 marks

English, Layout. 5 marks

Marked out of 80. This coursework contributes 75% of your overall mark.

6. FEEDBACK

You will be told the feedback date when you are given the submission date. We work hard to give you feedback as quickly as possible.

General feedback on the coursework, applying to all students, will be placed on the Moodle site 15 days from the last submission date.

Feedback on the presentations will be given at the presentations.

7. INTRODUCTION TO STUDYING THE MODULE

Adapting teaching to Learning Styles - How I VARK you.

When I was studying for my teaching qualification there was a lot of interest in 'Learning Styles' and a later development of the idea in Neil Fleming's VARK model.

The model identifies learners as fitting in to one of four categories depending upon the way they prefer to learn - their 'Learning Style'. These categories are Visual, Aural (Auditory), Read/Write and Kinaesthetic.

You can identify your own preferred style if you didn't know it already and probably have noticed that some types of teaching appeal to you more than others. You'll also have noticed that other people prefer different ways of learning. For me this means that there are four preferred methods of learning scattered around in every class I teach. Whichever style I adopt is therefore going to be really appreciated by some students and of less benefit to others.

Interestingly, despite the popularity of the idea of Learning Styles, there is no evidence that using one method only (your preferred method) gives better outcomes. That means you won't do better if you are taught or self-study in only one way, even if it is your favourite.

Students benefit from mixed style presentations even though they may prefer to receive their material in one way.

As I've got a mix of students preferences in every class and you benefit from being exposed to more than your preferred style, I'll mix the methods I use in teaching you.

So how do I 'do it' to you? How do I VARK you?

Visual.

You prefer to learn through watching - you like to have a demonstration of how to do things.

I demonstrate examples of questions on the board in class, I provide worked examples on the website, I provide videos explaining topics and videos on topics related to management accounting on the website and Facebook page. Tons for you to watch.

Auditory (Aural).

You prefer to learn through listening - you like to hear things explained. If you are recording my classes, then you probably have an Auditory Learning Style.

I talk you through some questions getting you to complete as we go along rather than me writing on the board, I provide worked examples with audio explanation on the website, I provide recordings of some lectures on Moodle, I provide recordings of podcasts on relevant topics on the website and Facebook page. I will explain things more than one way, often using different terminology. You have tons to listen to.

If you do record my classes, come and see me at the end of class and I'll upload it to the Moodle site so everyone can have access to it.

Read/Write.

You prefer to learn through documents - you like to read explanations and make notes.

I provide you with handouts that we use in class, I provide you with seminar questions to attempt before you come to class and answers to lecture examples and seminar questions after the classes. I provide you with newspaper articles, journal articles and reports on related topics on the website and Facebook page. I tell you to look things up in the Library or online to get alternative 'voices' of explanation. You have tons to read.

Kinaesthetic.

You prefer to learn through doing - you like to do practice questions and solve problems to ensure that you understand. You probably also like showing your friends how to answer questions too.

If you do the question, you are doing kinaesthetic learning. I get you to do questions in class, from filling in the handouts to doing full questions that we have made up on the spot. I get some of you to come up to the board and demonstrate the answer. You will know if you have written on the board, that it gets you thinking differently about the problem and that's not just because we are looking at you!

I get you to work together as that's partly kinaesthetic too.

I get you to use your calculators, particularly for the more complicated techniques. Practice makes perfect, or at least means you are more likely to remember how to do something in an exam. If you have seen Karate Kid, this is 'wax on, wax off'.

I teach you 'step-by-step' approaches to answering many problems. Although you are not actually moving about, the steps replicate the idea of movement and often help kinaesthetic learners particularly.

I provide you with past exam papers and answers to work through and I provide you with question banks that allow you to do hundreds of questions. This might look like Read/Write, but it's actually Kinaesthetic if you do them rather than just look at them and kid yourself that's the answer you would have given!

You've got tons to do.

So, you'll find me doing a variety of things in my lectures and seminars, I'll probably use all four approaches in most classes.

This does mean that we don't always do every seminar question every time, but why should that matter? It just gives you more practice questions for which you have the answer. What matters is that you get an understanding of the techniques so that you can do more questions; what matters is that you understand why we are doing something in the first place. (It's not to pass exams, it's to be a business person!)

It would be much easier for me to read to you from PowerPoint slides (I suppose that would be Visual and Auditory), but it really isn't in your best interest.

Make sure you are reading ManagementAccounting.info and have liked <https://www.facebook.com/manaccinfo/>

If you've never seen Karate Kid, you've missed out! Search Youtube for 'wax on wax off' to see a clip about the point I am making. The clips are on my website.

I know I prefer to learn by reading, and I am sure you have your own. If you want to, you can identify your own category by taking a short questionnaire at <http://vark-learn.com/the-vark-questionnaire>.

- *Colfield, F., Moseley, D., Hall, E., Ecclestone, K (2004) Learning Styles and Pedagogy in Post-16 Learning. A systematic and Critical Review.*
- *Fleming, N. D. (2001) Teaching and learning Styles: VARK Strategies.*

7.1 Overview of the Main Content

Absorption Costing and Marginal Costing;
The Balanced Scorecard;
Budgeting;
Cash Budgeting;
Variance analysis including Flexed Budgets;
Time Series Analysis;
The Learning Curve;
Relevant costs,
Activity Based Costing
Pareto Analysis;
Risk and uncertainty, Decision Trees;
Throughput Accounting;
Target Costing;
Life Cycle Costing;

7.2 Overview of Types of Classes

This Module will be taught principally through the use of lectures, seminars and directed personal studies. Each lecture will focus on core issues pertaining to the topic under consideration and will normally be supported by a printed handout. Students will be encouraged to read widely from sources including textbooks, journals, relevant internet sites and the CD-ROM facilities in the Learning Resource Centre. Learning will be supported through the use of Moodle.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these.

Students are expected to review the topic related material available on the recommended website, www.ManagementAccounting.info and to follow the Facebook page <https://www.facebook.com/manaccinfo>

Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class. Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time.

The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

7.4 Employability

This module contributes to student employability by enabling them to develop knowledge and understanding of the management accounting techniques that are used to advise senior management. Students will learn the techniques used in employment to aid the decision making process. Students taking this module will be able to work with management accounting information in their employment even where they are not specifically working as management accountants.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 1		
WEEK	TOPIC	READING (CORE TEXT)
1	Introduction to the principles of Management Accounting	See Moodle
2	Absorption and Marginal Costing	See Moodle
3	The Balanced Scorecard	See Moodle Coursework issued
4	Budgeting	See Moodle
5	Cash Budgeting	See Moodle
6	Variance Analysis 1	See Moodle
7	Variance Analysis 2	See Moodle
8	Time Series Analysis	See Moodle Coursework in
9	The Learning Curve	See Moodle
10	Relevant Costing	See Moodle
11	Presentations	See Moodle
June	Session for those resitting individual coursework	

9. STUDENT EVALUATION

I did not run this module last academic year. When I ran it two years ago there was 100% satisfaction with the module.

10. LEARNING RESOURCES

The most important sites are the Moodle site for this module and www.ManagementAccounting.info and the Facebook site Management Accounting Info <https://www.facebook.com/manaccinfo>

Reading List

The reading list for this module is available through the Library at <https://rl.talis.com/3/lbsu/lists/21C8456E-1E4B-1964-4CC2-F97EB7A48349.html>

Library and Learning Resources (LLR)

Library webpage: <https://libguides.lsbu.ac.uk/subjects> > select your subject guide (e.g. Accounting and Finance). On every subject guide, you can

- search for books and e-books, journal articles and industry reports;
- get help about Harvard referencing and how to avoid plagiarism;
- contact us for training and 1:1 support

Electronic resources are available 24/7 and are accessible from home.

Library support for students:

- You are encouraged to book additional workshops to learn how to find research materials and reference them: MyLSBU > Library > [Events and Workshops](#)
- Visit the drop-in Research Help Desk located on Level 3 Bridge in the Perry Library (open Monday-Friday 11:00-16:00 term time).
- If you would like further help, please contact the Information Skills Librarian at: LLRbus@lsbu.ac.uk.

Students IT support and training

- Students can contact LRC for IT issues such as LSBU account, printing, and accessing wifi network: LLRithelpdesk@lsbu.ac.uk. IT workshops can be booked via MyLSBU > Library > [Events and Workshops](#).
- If you need further help in using a particular software (e.g. Excel or SPSS) or application, please contact IT and Digital Skills Training team: digitalskills@lsbu.ac.uk

Self-learning materials on Lynda.com

LSBU has subscribed to video platform called Lynda.com. It has 4000+ video courses in different business and technology subjects including social media, project management and Excel applications.

How to sign up: go to <https://www.lynda.com/> and click “Sign In”. Click ‘Sign in with your organization portal’, and type **lsbu.ac.uk**. Continue. Follow the steps to enter your LSBU logins.

Other Resources

Academic Regulations are at: <https://my.lsbu.ac.uk/my/applicant/Current-Applicants/Regulations>

NOTES

Plagiarism means presenting another person’s work as your own. Some examples of it are:

1. The inclusion in a student’s assignment of more than a single phrase from another person’s work without the use of quotation marks and due acknowledgement of the source.
2. The summarising of another’s work by simply changing a few words or altering the order of presentation, without proper acknowledgement.
3. The use of the ideas or intellectual data of another person without acknowledgement of the source or the submission or presentation of work as if it were the student’s, when in fact they are substantially the ideas or intellectual data of another person.
4. Copying the work of another person (be it a co-student or any other source).

Students are rightly expected to draw upon other people’s ideas but in an appropriate manner. Students will certainly use books and journals to assist with their studies and in students may have access to other people’s work on computer disk or over a computer network. When undertaking coursework assignments they may legitimately make reference to publication made by others.

However, other people’s work must be used in a principled way, with due acknowledgement of authorship. Students, in acknowledgement of the work of others must use a recognised standard and for business students this is the Harvard system of referencing.

The consequences of plagiarism are extremely serious. This should be borne in mind at all times and especially when students are completing their assignments.

In cases of plagiarism and other forms of cheating, University regulations will be strictly applied. Penalties may include failure in the module, without the right to be re-assessed or even termination of studies.

If you have any concerns about plagiarism, you must discuss them with your lecturer or seminar tutor before submitting your final work for marking.