



CamEd
Business School

BACHELOR OF ACCOUNTING AND
FINANCE (HONOURS)

2021

***PROGRAM SPECIFICATION
AND CURRICULUM***

PROGRAM SPECIFICATION AND CURRICULUM



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For more information:
64 Street 108, Phnom Penh
023 986 522 / 523 / 960 / 961
reception@cam-ed.com
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CAMED BUSINESS SCHOOL

64 STREET 108

PHNOM PENH

CAMBODIA

WWW.CAM-ED.COM

PRESIDENT@CAM-ED.COM





SamEd

Business School







ABBREVIATION LIST

Abbreviation	Explanation
ACCA	Association of Chartered Certified Accountants
AICPA	American Institute Of Certified Public Accountants
CA	Chartered Accountant
CAT	Certified Accounting Technician
CFA	Chartered Financial Analyst
CMA	Certified Management Accountant
CPA	Certified Public Accountant
CRM	Customer Relationship Management
IES	International Education Standards
IFAC	International Federation of Accountants
KICPAA	Kampuchea Institute of Certified Accountants and Auditors
TOEFL	Test of English as a Foreign Language
IELTS	International English Language Testing System
MCQ	Multiple Choice Question

VISION

The vision of CamEd Business School is to develop a community of accounting and finance professionals performing on par with those in international financial centers, taking initiative as leaders, and upholding ethical standards.



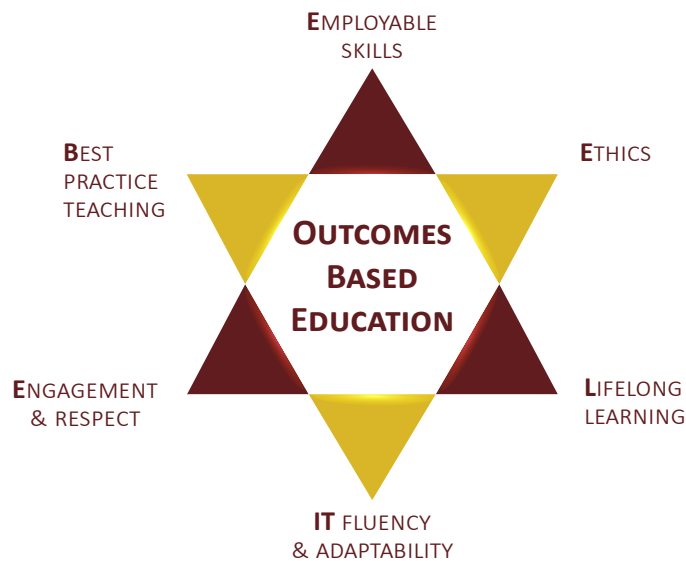
The background of the slide features a large, modern university building with a grid of windows and a dark, tiered roof. In the foreground, three students in business suits are standing on a rooftop or balcony. A male student on the left wears glasses and holds a folder. A female student in the center has long brown hair and looks towards the right. A male student on the right holds a white folder. The scene is set against a cloudy sky.

MISSION

The mission of CamEd is to provide higher education with a focus on accounting and finance, leading to qualifications of international quality and recognition.



EDUCATIONAL PHILOSOPHY



Best Practice Teaching

CamEd believes high quality teaching is critical to students' education. CamEd strives to maintain high performing and diverse academic staff, disseminating best practice in their respective fields.

Employable Skills

CamEd follows the principles of outcomes based education to help students achieve learning outcomes that are aligned with the current and future needs of employers and the economy.

Ethics

CamEd believes that personal, financial, and economic successes arise by acting with integrity, behaving ethically and creating shared value. CamEd builds ethical standards and behavior in its students and employees through study, community activities, and School practices.

Lifelong Learning

CamEd develops students to be lifelong learners to support their personal development, active citizenship, and continued employability.

IT Fluency and Adaptability

CamEd aims to provide IT enriched approaches to teaching and learning in order to enhance learning and inculcate the ability to adapt to and exploit changes in technology.

Engagement and Respect

CamEd seeks the views and feedback of students, staff, and stakeholders, respecting their perspectives as valid and meaningful. CamEd works to cultivate a respectful, liberal, encouraging environment conducive to self-discovery, freedom of thought, innovation, and constructive debate. Team spirit is cultivated to achieve targeted outcomes.





1. SUMMARY

Program Title	: Bachelor of Accounting and Finance (Honours)
Awarding Institution	: CamEd Business School
Mode of Study	: Full time
Type of Study	: Campus Based

This program specification describes the objective, learning outcomes, entrance, transfer, exit, and curriculum for the Bachelor of Accounting and Finance degree. This qualification benchmarks international qualifications and complies with the requirements of the International Federation of Accountants (IFAC), the Ministry of Education, Youth and Sports, and the Cambodian National Qualification Framework. Additional reference points to this specification and curriculum include employer surveys, student feedback, alumni surveys, and review by subject matter experts.

The curriculum is the series of courses and academic activities required for a student to be awarded the Bachelor of Accounting and Finance degree. The curriculum is generally described in this program specification and further detailed in the individual course specifications which describe the learning outcomes, course content, and assessment of each curriculum course.

The development and approval of this program specification and curriculum are the responsibility of the Curriculum Committee of CamEd Business School.

2. PROGRAM OBJECTIVE, CAREER PROSPECTS

2.1 OBJECTIVE

The Bachelor of Accounting and Finance program aims to prepare graduates to work as accounting and finance professionals, performing on par with those in international financial centers, taking initiative as leaders, and upholding high ethical standards.





2.2 CAREER PROSPECTS

Positions held by graduates will include titles such as accountant, auditor, financial analyst, financial consultant, tax consultant, investment officer, loan officer, budget analyst, cost accountant, treasurer, risk management officer, and financial accountant. It is expected that graduates will begin with entry level positions, and, depending on aptitude and opportunity, gradually advancing to higher positions such as manager, finance manager, audit partner and chief financial officer. Graduates may also advance to entrepreneurship.

3. ENTRANCE, TRANSFER, EXIT

3.1 ENTRANCE

Students entering the program shall have a high school diploma approved by the Ministry of Education of Cambodia. International students without a Cambodian high school diploma will need to have their high school degree evaluated by the Ministry of Education and determined to be the equivalent of a Cambodian high school diploma.

Students entering the program shall also have successfully passed the CamEd entrance exams and interviews, which consist of a variety of internationally benchmarked assessments of English language skills and intellectual capacity.

Entering students must have sufficient English as evidenced by one of the following criteria:

- IBT TOEFL 40 or higher
- PBT TOEFL 435 or higher
- IELTS 5.0 or higher
- CEFR B2 or higher
- CEFR A2 and B1 with enrollment in ENG111P





3.2 TRANSFER

Students are allowed to transfer any course credits from other institutions of higher education only when the courses and quality of the other institution has been appropriately reviewed and approved by the Curriculum Committee.

Any higher education institution in any country may be accepted and approved for transfer of credit.

3.3 EXIT

Students will earn the Bachelor of Accounting and Finance (Honours) after earning all 130 credits and successfully passing 35 courses out of 36 courses in this program specification.

Upon exit from the bachelor of accounting and finance, students may consider two paths of continued education:

1. Professional certification such as ACCA, CPA, CMA, CFA, CRM
2. Graduate degrees such as an MBA or an MSc in accounting, finance or management.





4. PROGRAM LEARNING OUTCOMES

To achieve the program objective above, the CamEd curriculum aims to develop students to achieve both general and technical competencies, which are written as learning outcomes and grouped into the following categories:

Categories	General Definition
Knowledge	What graduates will know and understand.
Cognitive Skills	What graduates will be able to do in terms of evaluation, advising and application of professional skills.
Communication, Information Technology, and Numerical Skills	What computational, IT, and communication skills graduates will possess.
Interpersonal Skills and Responsibilities	What management, self-management and interpersonal skills graduates will be able to carry out, and what attitudes and opinions graduates will hold.

The full definition of each category above is provided in the Cambodian Qualification Framework set out by government Sub-Decree in 2014. The competencies to be achieved by students are expressed below as learning outcomes. These are further broken down into course objectives in each course specification.

4.1 Knowledge

Upon completion of the program, CamEd Bachelor of Accounting and Finance graduates will be able to perform the following:

Learning Outcome	Teaching and Learning Methods	Assessment
PK1 Explain the principles, concepts, and theories underlying accounting, finance, management, marketing, and economics.	<i>Lecture, Discussion, Brainstorming</i>	<i>Questions and Answers, Presentation, Oral Questioning</i>
PK2 Describe competitive business forces and explain how they influence the development of strategies.	<i>Lecture, Discussion, Brainstorming, Didactic Questions, Explicit Teaching, Guided Practice, Problem Solving, Readings, Case Studies, Group Projects</i>	<i>Assignments, Presentation, MCQ Test, Short Answer Written Test, Questions and Answers, Oral Questioning, Group Project, Controlled Case Study</i>
PK3 Interpret the legal and tax frameworks in Cambodia and Cambodian corporate and business law.	<i>Lecture, Discussion, Readings, Group Project, Critiquing, Drawing Inferences from Data</i>	<i>MCQ Test, Short Answer Written Test, Group Presentation, Group Project, Controlled Case Study, Oral Presentation</i>
PK4 Describe the national and international business environment, including its legal, financial, economic, and political components in the historical and geopolitical context.	<i>Lecture, Discussion, Readings, Individual Research, Group Projects</i>	<i>Written Research Report, Assignments, Presentation, MCQ Test, Short Answer Written Test, Controlled Case Study</i>
PK5 Discuss the requirements of national and international accounting and audit regulations and standards.	<i>Lecture, Discussion, Readings, Individual Research, Group Projects, Case Studies, Didactic Questions, Cooperative Learning</i>	<i>Questions and Answers, Written Research Report, Group Assignments, Presentation, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study</i>

4.2 Cognitive Skills

Upon completion of the program, CamEd Bachelor of Accounting and Finance graduates will be able to perform the following:

Learning Outcome	Teaching and Learning Methods	Assessment
PC1 Conduct financial appraisal of businesses, production and investments.	<i>Lecture, Discussion, Readings, Exercises, Case Studies, Individual Research, Project-Based Learning, Problem Solving</i>	<i>Written Research Report, Written Financial Performance Report, Presentation, MCQ Test, Short Answer Written Test, Controlled Case Study, Oral Questioning</i>
PC2 Evaluate financial and management controls, governance and risk management of an organization in order to advise and audit according to International Standards on Auditing.	<i>Lecture, Discussion, Readings, Exercises, Case Studies, Group Projects, Inquiry-Based Teaching</i>	<i>Presentation, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study, Research Report</i>
PC3 Advise on working capital management, investments, capital structure and sources of financing.	<i>Lecture, Discussion, Readings, Exercises, Case Studies, Individual Research, Project-Based Learning, Problem Solving, Inquiry-Based Teaching</i>	<i>Written Research Report, Written Financial Performance Report, Presentation with Recommendations, MCQ Test, Short Answer Written Test, Controlled Case Study, Case Analysis</i>
PC4 Calculate tax liabilities and necessary tax payments of commercial enterprises in Cambodia.	<i>Lecture, Discussion, Readings, Exercises, Seminar, Project-Based Learning</i>	<i>Questions and Answers, Report Writing, Spreadsheet, Performance Tasks, MCQ Test, Short Answer Written Test, Controlled Case Study</i>
PC5 Develop effectiveness business strategies that are based on empirical study of the market demands.	<i>Lecture, Discussion, Project-Based Learning, Case Study</i>	<i>Presentation, Project Report, Case Analysis, Strategic Plan, Marketing Plan, Debate</i>
PC6 Prepare budgets and forecasts to support management decisions.	<i>Lecture, Discussion, Readings, Exercises, Deductive Teaching, Problem Solving, Situation Analysis</i>	<i>Presentation, Written Financial Performance Report, Spreadsheet, Written Recommendation, MCQ Test, Short Answer Written Test, Controlled Case Study</i>
PC7 Prepare a set of financial statements in accordance with International Financial Reporting Standards (IFRS) and the IFRS for SMEs.	<i>Lecture, Discussion, Readings, Project-Based Learning, Case Studies, Individual Research, Problem Solving</i>	<i>Written Research Report, Spreadsheet, Written Recommendation, , Written Financial Statements, Assignments, Presentation, MCQ Test, Short Answer Written Test, Controlled Case Study</i>

4.3 Communication, Information Technology, and Numerical Skills

Upon completion of the program, CamEd Bachelor of Accounting and Finance graduates will be able to perform the following:

Learning Outcome	Teaching and Learning Methods	Assessment
PCIT1 Analyze a broad range of quantitative data using statistical techniques in order to support business decisions.	<i>Lecture, Discussion, Readings, Exercises, Individual Research, Group Projects, Project-Based Learning, Case Study, Drawing Inferences from Data, Question-Directed Learning</i>	<i>Presentation, MCQ Test, Research Report, Short Answer Written Test, Individual Research, Group Project, Controlled Case Study, Survey/Questionnaire</i>
PCIT2 Operate IT applications and systems commonly used by accounting and finance professionals.	<i>Lecture, Discussion, Computer Training, Exercises, Project-Based Learning, Discovery Learning, Problem Solving, Discovery Learning, Didactic Questions, Blended Learning</i>	<i>Process Analysis, Computer-Based Assessment, Demonstration, System Review, Project Report, Presentation, MCQ Test, Short Answer Written Test, Controlled Case Study</i>
PCIT3 Advise on how to enhance organizational effectiveness and efficiency by utilizing appropriate IT solutions.	<i>Lecture, Discussion, Readings, Case Studies, Project-Based Learning, Computer Aided Instruction, Problem Solving, Inquiry-Based Teaching</i>	<i>Presentation, Case Analysis, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study</i>
PCIT4 Express their ideas in clear, professional English in a variety of settings.	<i>Lecture, Discussion, Readings, Individual Research, Group Projects, Communicative Approach, Flipped Approach, Cooperative Learning, Problem Solving, Brainstorming, Role Play</i>	<i>Written Research Report, Case Study Assignments, Individual/ Group Assignment, Presentation, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study, Debate</i>



4.4 Interpersonal Skills and Responsibilities

Upon completion of the program, CamEd Bachelor of Accounting and Finance graduates will be able to perform the following:

Learning Outcome	Teaching and Learning Methods	Assessment
PIP1 Analyze new complex ideas, new situations, and unique problems objectively and independently.	<i>Readings, Case Studies, Individual Research, Group Projects, Inquiry-Based Teaching, Project-Based Learning, Socratic Questioning, Reflective Discussion</i>	<i>Written Research Report, Case Study Assignments, Presentation, Group Project, Term Paper, Argumentative Essays</i>
PIP2 Lead a productive and collaborative team to achieving the intended outcomes.	<i>Lecture, Discussion, Readings, Case Studies, Group Projects, Project-Based Learning, Field Trip, Cooperative Learning, Communicative Learning</i>	<i>Group Assignments, Presentation, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study, Field Work, Self-Assessment</i>
PIP3 Make ethical decisions in business and the workplace.	<i>Lecture, Discussion, Readings, Case Studies, Group Projects, Project-Based Learning, Problem Solving, Inductive Teaching</i>	<i>Assignments, Presentation, MCQ Test, Short Answer Written Test, Group Project, Controlled Case Study, Case Analysis, Debate, Situation Analysis</i>



5. CURRICULUM, CREDITS, ELECTIVES

This curriculum requires 35 out of 36 courses totaling 130 credits or 132 credits for students enrolled in ENG111P, which are designed to support achievement of the curriculum objective and learning outcomes described above. These 36 courses are listed in the table below. The content and objectives of each course is described in each individual course specification which, together with this program specification are subject to review and approval by the curriculum committee of CamEd Business School. Credits are awarded on the basis of one credit per 15 lecture hours or 90 hours of field work.

There are three elective subjects in the fourth year which allow students to choose two out of three courses. Because this curriculum seeks to fulfill the requirements of the Ministry of Education foundation year, the International Federation of Accountants (IFAC) and the Certified Accounting Technician program of the ACCA, there is limited scope for elective subjects. All subjects are compulsory except the elective subjects in the fourth year. However, certain subjects will have a preferred order of study as well as prerequisites, which are set in the relevant course specifications.

Foundation Year Courses	C	Second Year Courses	C	Third Year Courses	C	Fourth Year Courses	C
<i>English for Academic Purposes 1 (ENGL 111)</i> or <i>English for Academic Purposes 1 Plus (ENGL 111P)</i>	3	<i>English for Accounting 1 (ENGL 221)</i>	2.5	<i>Management Accounting 2 (ACCT 321)</i>	5	<i>Finance 2 (FINC 401)</i>	5
<i>English for Academic Purposes 2 (ENGL 112)</i>	3	<i>English for Accounting 2 (ENGL 222)</i>	2.5	<i>Behavioral Economics (ECON 311)</i>	1	<i>International Financial Reporting (ACCT 411)</i>	5
<i>Statistics 1: Foundations in Statistics (STAT 111)</i>	3	<i>Microeconomics (ECON 201)</i>	3	<i>Business Ethics (MGMT 311)</i>	3	<i>Cambodian Tax (ACCT 451)</i>	5
<i>Statistics 2: Quantitative Methods for Business (STAT 112)</i>	3	<i>Macroeconomics (ECON 202)</i>	3	<i>Accounting Information Systems (ACCT 331)</i>	3	<i>Business Strategy (MGMT 421)</i>	5
<i>Cambodian Studies (HIST 111)</i>	3	<i>Financial Accounting 1 (ACCT 211)</i>	5	<i>Accounting Software (ACCT 332)</i>	3	<i>Team Psychology (PSYC 411)</i>	1
<i>Introduction to Computer Science (COSC 101)</i>	3	<i>Financial Accounting 2 (ACCT 212)</i>	5	<i>Cambodian Business Law (LAWS 311)</i>	5	<i>Valuation and Investments (FINC 412) (Elective Course)</i>	5
<i>History: Colonialism and Trade Empires in Asia (HIST 121)</i>	3	<i>Principles of Management (MGMT 201)</i>	5	<i>Audit Theory and Practice (ACCT 341)</i>	5	<i>Banking and Financial Institutions and Services (FINC 411) (Elective Course)</i>	5
<i>Leadership Philosophy (PHIL 111)</i>	3	<i>Management Accounting 1 (ACCT 221)</i>	5	<i>IFRS for SMEs (ACCT 311)</i>	5	<i>Work Placement (Elective Course)</i>	5
<i>Marketing (MKTG 101)</i>	3			<i>Finance 1 (FINC 301)</i>	5		
<i>Political Science: The Cold War and Asia (POLS 111)</i>	3						
<i>Psychology (PSYC 101)</i>	3						
Total Credits	33	Total Credits	31	Total Credits	35	Total Credits	31



6. COURSE RELATIONAL STRUCTURE

The courses in the curriculum are designed and scheduled to enhance and build upon students' knowledge and skills. Earlier course work enables effective learning in later courses. The table below shows how foundation courses in the left column support learning in the intermediate and advanced courses in the right columns.

Key Course Themes	Basic Courses	C	Intermediate Courses	C	Fourth Year Courses	C
Internship			Work Placement - Elective Course	5		
Reporting, Auditing, Tax, Compliance	Financial Accounting 1 (ACCT 211)	5	Financial Accounting 2 (ACCT 212)	5	International Financial Reporting (ACCT 411)	5
	Cambodian Business Law (LAWS 311)	5	Audit Theory and Practice (ACCT 341)	5	Cambodian Tax (ACCT 451)	5
			IFRS for SMEs (ACCT 311)	5		
Finance and Economics	Banking and Financial Institutions and Services (FINC 411)- Elective Course	5	Finance 1 (FINC 301)	5	Finance 2 (FINC 401)	5
	Microeconomics (ECON 201)	3			Valuation and Investments (FINC 412)- Elective Course	5
	Macroeconomics (ECON 202)	3				
Business Management	Leadership Philosophy (PHIL 111)	3	Management Accounting 2 (ACCT 321)	5	Business Strategy (MGMT 431)	5
	Psychology (PSYC 101)	3				
	Marketing (MKTG 101)	3	Behavioral Economics (ECON 311)	1		
	Management Accounting 1 (ACCT 221)	5	Team Psychology (PSYC 411)	1		
	Principles of Management (MGMT 201)	5				
Information Systems	Introduction to Computer Science (COSC 101)	3	Accounting Information Systems (ACCT 331)	3		
			Accounting Software (ACCT 332)	3		

Primary Abilities	<i>English for Academic Purposes 1 (ENGL 111)</i>	3	<i>English for Accounting 1 (ENGL 221)</i>	2.5	<i>Business Ethics (MGMT 311)</i>	3
	<i>English for Academic Purpose 2 (ENGL 112)</i>	3	<i>English for Accounting 2 (ENGL 222)</i>	2.5		
	<i>Statistics 1: Foundations in Statistics (STAT 111)</i>	3				
	<i>Statistics 2: Quantitative Methods for Business (STAT 112)</i>	3				
	<i>Political Science: The Cold War and Asia (POLS 111)</i>	3				
	<i>History: Colonialism and Trade Empires in Asia (HIST 121)</i>	3				
	<i>Cambodian Studies (HIST 111)</i>	3				
Total Credits		64		43		28



7. PROGRAM AND CURRICULUM DEVELOPMENT AND QUALITY CONTROL

- 7.1 Program and curriculum development is the responsibility of the Curriculum Committee. The Curriculum Committee operates according to the rules set out in the document Curriculum Committee and Policies, included in this program specification as Appendix 3.
- 7.2 The program and curriculum is developed and improved based on the knowledge, skills and attitudes required by employers. Formal and informal surveys of the needs of employers is conducted periodically.
- 7.3 Lecturers will be a front-line quality control for the success of curriculum improvement. At least once a year, lecturers shall be invited to give feedback and propose changes to the overall curriculum as well as the course specifications for their courses.
- 7.4 On a regular basis, the students and alumni shall be invited to provide feedback on the curriculum and course specifications.
- 7.5 Every 1-3 years, the Curriculum Committee will benchmark the CamEd curriculum with the requirements of IFAC. The Curriculum Committee will also consider the requirements of the ACCA, the CFA Institute, the US AICPA, and the curriculum of similar programs of leading UK and US universities.





CAMBODIAN STUDIES

HIST 111

COURSE SPECIFICATION



Nhem Boraden, PhD

Cambodia
Lecturer

1. AIM

It is important that students understand their own history and culture. This will assist them in understanding themselves and the cultural and political environment in which they live and work. Also, knowledge of the history of one's country has an inherent value in and of itself.

Cambodian Studies course in the foundation year at CamEd Business School aims: (1) to give the students a clear understanding about Culture, Civilization, History of Khmer and Khmer Empire. (2) To provide students with knowledge of other cultures and civilizations which are the western countries in order to understand the culture in Cambodia and the countries in the region. (3) To provide new updates on the world events affecting Cambodia, including economy, business and politics. (4) research methodology, analysis and essay writing are included in order to keep up with international standards.

This knowledge leads Cambodian students to identify themselves and to develop their own pride, strong mind, thought, conscience and intelligence in the context of ASEAN.

2. COURSE DESCRIPTION

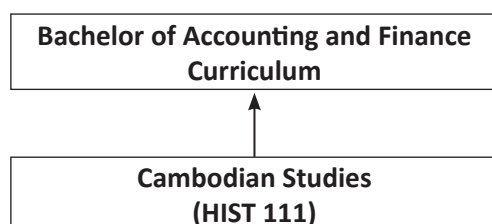
The documents for study are both in a foreign language and in Khmer which are written by the professor himself as well as by the professor's own research. Each study topic is divided into sections so that the students can easily understand. During lectures, the professor always mentions the history in the past and links it to the present in order to draw it out as a lesson. As for the research methodology, it is also included with this study. Furthermore, before starting each lesson, the professor always elicits questions from the students; and then if there is any important information, the professor will bring it up to explain in order to share the knowledge to the students. And, the recall of the old lessons is also followed before going to a new lesson.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	:
Reading	: 20 (214 pages of Khmer and English readings)
Review	: 10 (5 major topics)
Assignment	: 8 (2 Quizzes, 1 group assignment)
Total Study Hours	: 83 Hours

3. ROLE IN CURRICULUM

Cambodian studies is a course that provides general support to understanding further coursework in a local context.



Prerequisites

There are no prerequisites for this course. However, students should already have had a basic understanding of the culture, civilization and history from their high school.

4. LEARNING OUTCOMES

The learning outcomes for this Cambodian Studies course will provide the students with knowledge on the culture, civilization and history of Cambodia and the Khmer Empire as well as the culture, civilization and history of the countries in the west and in the region. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK2	CK1	Explain the past culture, civilization and history of Cambodia and the Khmer Empire well and relate it to how it is expressed in the present

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC5	CC1	Conclude as to the acceptability of Cambodian cultural and traditional practices in everyday life.
Evaluate	PC5	CC2	Appreciate the Cambodian culture, civilization and history in the Khmer Empire era as well as in the post- Angkor period
Evaluate	PC5	CC3	Critique the sources, proofs, and narratives in historical cases studies in order to distinguish between facts and claims and to draw appropriate conclusions from given empirical evidence.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Utilize basic Internet search skills and typing.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP3	CIP1	Work in groups to conduct research and produce a research report.
Apply	PIP3	CIP2	Apply an ethic of respecting and preserving culture.

5. TEACHING METHODS

This course is primarily lecture and exam/test based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately most of the class will be devoted to lecture with some more time for questions and answers on case studies and problem sets and reviewing the solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CK1, CC1, CC3	PK2, PC5
Midterm	25%	CK1, CC1, CIP1	PC5, PCIT2, PK2
Comprehension Quiz	20%	All CK, CC, CIP, CCIT	PC5, PCIT2, PK2
Group Work and Written Assignment	20%	All CK, CC, CIP, CCIT	PC5, PCIT2, PK2
Final exam	25%	All CK, CC, CIP, CCIT	PC5, PCIT2, PK2
Total grading score	100%		

During the course there is one assignment:

Historical Research Assignment

- Work Group : Group
- Output format : Bound Book Format
- Language : Khmer (English allowed for non-Khmer speaking students)
- Assignment : The assignment introduces students to understand the benefits of scientific research as applied to the study of local history. Each class is given a different topic which is selected by the professor. The assignment requires students to observe, collect and classify data, establish a hypothesis, provide explanation and make conclusions on a specific event. The assignment papers are compiled into a book and used as a reference for the future intakes.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Class Introduction and History Methods - Class overview and policy - Objective history, theory as lenses, and historical truth - Logics, process-tracing, and <i>cause-and-effect relationship</i> (CC2)	<i>Lecture</i> Reading (8 pages): Article on process-tracing by David Collier
2	Sources in Cambodian Historiography Mythical versions of theories regarding the foundation of Cambodia: Khmer, Indian, Chinese (CC2, CC3)	<i>Lecture</i>
3	Kambuja: Origin of the state I Funan and Chenla (CC1, CC2)	<i>Lecture</i> <i>Discussion</i>
4	Kambuja: Origin of the state II - Unification: Devaraja cult and Suvarnabhumi - Discussion: - Is Cambodian culture unique? - George Coedes' version - BP Groslier and the Cambodian Scholars School of Thoughts - Comparative perspective: Can a culture flourish in isolation? (CK1, CC1, CC2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (8 pages): Extract from Stories in stone: The Sdok Kok Thom Inscription by Burgess.
5	Angkor Empire: Foundation Sdok Kok Thom inscription: Hereditary administrators (CK1)	<i>Lecture</i> Reading (7 pages): A History of Cambodia by Chandler, page 35-42.
6	Angkor Empire: Historiography and Administration Reality and Significance of the devaraja ritual (CK1, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (approx. 15 pages): - Extract from "Suryavarman I and factionalism at Angkor" by Vickery. - A History of Cambodia by Chandler, page 35-42.
7	Angkor Empire: Kingship and Society - Triadic Pattern of Royal Behavior - Angkorean Kingship (CK1, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (22 pages): A History of Cambodia by Chandler, page 42-64.
8	Angkorean Glory: Uniqueness of Khmer Art and Culture The 16 styles of Khmer Temple Angkor Wat (CK1, CC2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading: Ibid.

9	Angkorean Glory: Uniqueness of Khmer Art and Culture 1. Zhou Daguan's Records of Cambodia Discussion: What were the signs of weakness of the Angkor Empire based on Zhou Daguan's writing? 2. Tumultuous periods preceding the reign of King Jayavarman VII 3. Discussion: Jayavarman VII's style of leadership and the downfall of the Campa principalities (CK1, CC1, CC2)	<i>Lecture</i> <i>Discussion</i> Reading (approx. 20 pages): - A Record of Cambodia, by Zhou Daguan (translated by Peter Harris) - A History of Cambodia, by Chandler, page 65-73, 83-89.
10	Angkorean Glory: Uniqueness of Khmer Art and Culture 1. Royal Road 2. Dharmarçala 3. Hospital (religious medicine) • Fallacy of anachronism: Judgement on the superstitious aspect of ancient medicine. 4. Discussions: What are the foundations/infrastructure of a strong society? (CK1, CC2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (approx. 20 pages): - A History of Cambodia, by Chandler, page 74-83. - “បណ្តាញផ្លូវសម័យអង្គរនិងរចនាសម្ព័ន្ធពាក់ព័ន្ធ” by Im Sok Rithy - “Living Angkor Road Project” by Im Sok Rithy. This article is for foreign students.
11	Downfall of the Angkor Empire and Transition to the Middle Period 1. The Climate factor 2. The Commercial factor 3. The fiscal factor (public service under Jayavarman VII) (CK1, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (20 pages): - “Factors That Led to the Change of the Khmer Capital from the 15th to 17th Century”, by Nhim Sotheavin, page 46-57. - A History of Cambodia, by Chandler, page 80-83. - “Temple Occupation and the Tempo of Collapse at Angkor Wat, Cambodia”, by Carter et al., page 1-3. The technical aspects of fieldwork is interesting but is not required reading. - “Climate as a Contributing Factor in the Demise of Angkor” by Buckley et al.
12	Downfall of the Angkor Empire and Transition to the Middle Period 1. The financial/monetary factor 2. Religious and administrative factor leading to the lack of military readiness 3. Discussion: Competing theories on the same fact 4. Discussion: What factors lead to the downfall of a great empire? (CC3, CIP2)	<i>Lecture</i> <i>Discussion</i> QUIZ 1 Reading: - Ibid.
13	The Middle Period 1. Sdach Korn, Ta Trasak Paem, Lovek (CK1)	<i>Lecture</i> <i>Discussion</i>
14	The Middle Period 1. Historiography of Longvek (CK1)	<i>Lecture</i> <i>Discussion</i>

15	Transition to the Middle Period: The Religious Factor 1. Transition of sources, Royal Chronicles and gaps in the records, Fall of Angkor according to the Royal Chronicle 2. Analysis on the legend of Ta Trosok Paem: Factual folklore, Buddhist justification of events, and polemical authorship. (CC1, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (17 pages): - ប្រវត្តិសាស្ត្រខ្មែរ by រស់ ចន្ទ្រាបុត្រ, page 129-140 - A History of Cambodia, by Chandler, page 91-96.
16	Class Discussion and Assignment Review (CC1, CIP1)	<i>Lecture</i> <i>Review</i> <i>Question and Answer Session</i> <i>Discussion</i>
17	In-Class Test (CK1, CC1, CC2, CC3)	<i>Test</i>
18	French Protectorate 1. Life under French protectorate: Reforms and oppression (CK1, CC2, CIP2)	<i>Lecture</i> Reading (23 pages): - A History of Cambodia, by David Chandler, page 187-210.
19	First Indochina Conflict 1. Origins of Cambodian Independence 2. Parallel movements for independence 3. Discussion: Foreign interference and the concept of independence/sovereignty (CK1, CC1, CC2)	<i>Lecture</i> <i>Discussion</i> Reading: - Ibid.
20	Cambodian Neutrality and the Second Indochina Conflict 1. Origins of Neutrality policy 2. Perils of Neutrality (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Multimedia</i> Reading (14 pages): - A History of Cambodia, by David Chandler, page 233-242 and 249-254.
21	The Cambodian Civil War 1. The 1970 coup and civil war 2. Nixon and Cambodia 3. Discussion: the 1970 Coup in the context of American withdrawal from the region compared to Independence and American engagement in the region in the 1950s (CK1)	<i>Lecture</i> <i>Discussion</i>
22	The Khmer Republic 1. The 1970 coup: Ideology, Causes and Consequences 2. The early years until Operation Chenla I and II (CK1)	<i>Lecture</i> <i>Discussion</i>
23	The Khmer Republic 1. The Civil War 2. The American Withdrawal 3. The last days of the Khmer Republic and the attempt to negotiate (CK1)	<i>Lecture</i> <i>Discussion</i> QUIZ 2

24	The Khmer Rouge Regime: Genesis of the Genocide 1. Organization of the regime 2. The Killing Field 3. Radicalization (CK1, CIP2)	<i>Lecture</i> <i>Multimedia</i> Reading (25 pages): - A History of Democratic Kampuchea, by Dy Kamboly (DC-Cam), page 1-40 (Chapter 1-7) and page 56-64 (Chapter 10, 11, Conclusion). Khmer and English versions are available and equally valid
25	War between Democratic Kampuchea and Vietnam 1. Towards 1979 2. Discussion: What made the Cambodian society degenerate to this point? (CK1)	<i>Lecture</i> <i>Discussion</i>
26	The Cambodian Civil War: The Third Indochina Conflict 1. Actors and Issues 2. Towards the Paris Peace Agreement (CC2)	<i>Lecture</i> Reading (5 pages): - Extract from The Chronicle of A People's War
27	The UNTAC 1. Mandate 2. Issues 3. Evaluation: Was the UNTAC a success story? (CC2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (5 pages): - Extract from the monograph The "Politics" of a Peacekeeping Operation in Cambodia
28	Win-Win Policy: An Evaluation 1. Causes and Context 2. DIFID and the three guarantees 3. Complications (CK1, CIP2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading (5 pages): - Extract from The Khmer Rouge: Militarism, Ideology and the Revolution that Consumed a Generation
29	Lessons of History: Ancient History of Cambodia (CCIT1, CIP1)	<i>Review</i> <i>Question and Answer Session</i> <i>Discussion</i>
30	Lessons of History: Modern History of Cambodia (CCIT1, CIP1)	<i>Review</i> <i>Question and Answer Session</i> <i>Discussion</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

- David Chandler, A History of Cambodia, Boulder (Colorado): Westview Press, 2008.
- All additional readings will be provided to students in advance.



PSYCHOLOGY

PSYC 101

COURSE SPECIFICATION



Adriann (Daan) Cornet, MSc

Netherlands

Assistant Professor

1. AIM

Bachelor of Accounting and Finance graduates will be working closely with other people. The role of interaction may be as a colleague, a subordinate, a manager, or a service provider. Thus, it is essential for bachelor of accountancy to be able to understand the way people are motivated, learn, express emotions, perceive and make decisions. Thus, this course will help them in interacting with others as well as helping them manage themselves.

Moreover, self-understanding is equally important for students in their personal and professional lives. The graduates will regularly be planning, setting goals, achieving success, failing and encountering great deals of stress. Students will be better equipped to deal with these events if they understand the origin and causes of cognition, emotion and behavior

2. COURSE DESCRIPTION

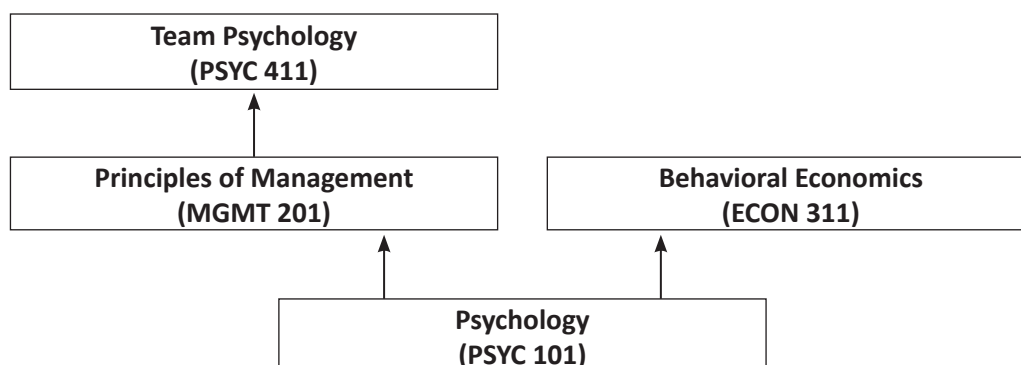
This course provides a strong foundation in psychology, with an emphasis on learning, cognition and behavior. While the course reviews the genetic and biological basis of behaviour (already studied in grade 12 biology), we also look at mental processes of concern to the professional, such as learning, memory, social behaviour, and decision making. Students will develop their understanding of humans and human emotions as part of a complex animal.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	40 (172 pages reading)
Homework :	30 (Practices)
Assignment :	20 (Research, writing)
Total Study Hours :	90 Hours

3. ROLE IN CURRICULUM

Cambodian studies is a course that provides general support to understanding further coursework in a local context.



Prerequisites

There are no requisites for this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main subject areas: The genetic and biological basis of behaviour, memory, learning and decision making, and mental health. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Discuss how genetics and evolution is influencing human psychology.
Remember	PK1	CK2	Define the different areas of the human brain, their functions and how they communicate.
Understand	PK1	CK3	Explain different types of conditioning and its effects on human behaviour.
Understand	PK1	CK4	Describe different memory types and the process of memorizing & forgetting.
Understand	PK1	CK5	Explain cognition and decision making processes.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC3	CC1	Apply psychological theories about learning, thinking and social influence in the workplace.
Evaluate	PC3	CC2	Choose means of decision making that reduces biases and the negative effects of common decision making heuristics.
Apply	PC3	CC3	Use psychological theories about learning, thinking and social influence in marketing.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use basic word processing software facilitating writing research papers.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Understand	PIP1	CIP1	Identify own emotions, behavior and mental health as a result of biological, social and psychological influences.

5. TEACHING METHODS

This course is primarily reading and lecture based; assigned readings will serve as a reference to material covered in class. Students will be regularly tested in order to enforce and encourage reading. During class, approximately half of the class will be devoted to lecture with another half of the class for quizzing and discussion.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CK1, CK2, CK3, CK4, CK5, CC1, CC2, CC3, CCIT1, CIP1	PK1, PC3, PCIT1, PIP1
In-class tests	20%	CK1, CK2, CK3, CK4, CK5, CC1, CC2, CC3	PK1, PC3.
Assignments	20%	CK4, CK5, CCIT1, CIP1	PK1, PC3, PCIT1, PIP1
Midterm exam	20%	CK1, CK2, CK3, CC1	PK1, PC3
Final exam	20%	CK1, CK2, CK3, CK4, CK5, CC1, CC2, CC3, CIP1	PK1, PC3, PIP1
Total grading score	100%		

During the course there is one assignment:

Recreation of Experiment Assignment

- Work Group : Group
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : During the term, there will be one research assignment in which students are required to work in groups and recreate an experiment as covered in this course. According to their own interests students can choose between two different experiments covering theories about Memory or Conformity. Students will write a research paper based on their experiment in which they will describe their findings and explain these results according to existing theories.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction Course	
2	Genetics & Evolution: Genes 1. Describe basics of DNA and Genetics (CK1) 2. Illustrate the effect of genes on Phenotype (CK1)	Lecture Demonstration "Gene expression" Group problem Reading: - Psychology pp: 51- 58
3	Genetics & Evolution: Natural Selection 1. Describe Natural Selection and its effect on Evolution (CK1)	Lecture Demonstration "Natural Selection" Group problem "Natural Selection" Reading: - Psychology pp: 58- 66
4	Genetics & Evolution: Mating 1. Explain the idea of taking an Evolutionary perspective on human traits (CK1, CIP1)	Lecture Video based discussion Group problem Class Discussion Reading: - Psychology pp: 75- 81
5	Genetics & Evolution: Intelligence 1. Explain the influence of DNA and Evolution on Human behaviour (CK1, CIP1)	Lecture Class Brainstorm Group problem "Relatedness" Class Discussion "Evolution" Reading: - Psychology pp: 67- 79
6	Brain & Neurons: Nervous system and Neurons 1. Illustrate the different parts and functions of the nervous system (CK2) 2. Describe types of neurons and their most important parts (CK2)	Lecture Group problem "parts of a neuron" Review test Reading: - Psychology pp: 85- 103, 114-121
7	Brain & Neurons: Cerebrum & brainstem 1. Illustrate the different parts and functions of the brain (CK2) 2. Describe the difference between the two brain hemispheres (CK2)	Lecture Group problem "parts of a brain" Video 'Lateralization' Reading: - Psychology pp: 85- 103, 114-121
8	Brain & Neurons: Neuronal communication 1. Explain communication inside a neuron (CK2) 2. Explain synaptic communication (CK2) 3. Describe the effect of different types of medicine/ drugs on neurotransmitters (CK2)	Lecture Group problem "Communication" Video Demonstration Group discussion Reading: - Psychology pp: 85- 105

9	Learning: Classical Conditioning 1. Describe Habituation and Classical Conditioning (CK3)	Lecture Group problem "Conditioning" Review test Reading: - Psychology pp: 261- 268
10	Learning: Classical Conditioning II 1. Analyse the use of classical conditioning in advertising (CK3, CC1) 2. Apply theories of classical conditioning for creating meaning (CC1, CC3, CIP1)	Lecture Video problem "Ceasar" Group problem "Creating meaning" Reading: - Psychology pp 268 – 271, 273- 275
11	Learning: Instrumental Conditioning 1. Explain Instrumental conditioning (CK3)	Lecture Group problem "Reinforcers" Reading: - Psychology pp 278 – 281, 283- 286
12	Learning: Instrumental Conditioning II 1. Apply different types of instrumental conditioning to create specific behavioral changes (CK3, CC1, CIP1, CC3)	Lecture Group problem "applying Instrumental conditioning" Reading: - Psychology pp 278 – 281, 283- 286
13	Learning: Instrumental Conditioning part III 1. Apply different types of instrumental conditioning to create specific behavioral changes (CK3, CC1, CC3, CIP1)	Lecture Group problem "applying Instrumental conditioning part II" Reading: - Psychology pp 289- 293
14	Memory: Memory Processes, Types and limits 1. Illustrate the different memory types and the limits of the working memory (CK4)	Lecture Review test Demonstration working memory Video discussion "Dory" Reading: - Psychology pp 302- 307
15	Memory: Working memory processes 1. Describe the working memory and the importance of active engagement (CK4)	Lecture Demonstration active engagement Demonstration working memory Reading: - Psychology pp 308- 317
16	Memory: Long term Memory & Encoding 1. Describe Long term memory and encoding (CK4)	Lecture Demonstration "encoding" Group problem "encoding" Test review Group discussion Reading: - Psychology pp 308- 317
17	Memory: Remembering & Forgetting 1. Illustrate the influences on forgetting (CK4) 2. Describe ways of improving memorization bases on all discussed memory theories (CC3)	Lecture Demonstration "retrieval" Reading: - Psychology pp 317- 325

18	Mid term review 1. Discuss the topics covered in the first half of the term.	<i>Lecture</i> <i>Didactic questioning</i> <i>Test review</i> <i>Group discussion</i>
19	Thinking: Dual Processing and Heuristics 1. Describe the dual processing theory and the term heuristics (CK5)	<i>Lecture</i> <i>Demonstration "Stroop task"</i> <i>Demonstration "Heuristics"</i> Reading: - Psychology pp 348- 356
20	Thinking: Heuristics 1. Explain the Availability and Representativeness heuristic and Anchoring (CK5)	<i>Lecture</i> <i>Demonstration "Heuristics"</i> <i>Group problem "Heuristics"</i> Reading: - Psychology pp 348- 356
21	Thinking: Heuristics and Confirmation Bias 1. Apply knowledge of system 1 decision making into the field of marketing (CK5, CC2, CC3)	<i>Lecture</i> <i>Demonstration "Framing"</i> <i>Group problem "Choice"</i> Reading: - Psychology pp 358 – 364
22	Thinking: Decision Making 1. Illustrate the different effects on the decision making process (CK5, CC2, CC3)	<i>Lecture</i> <i>Demonstration "Framing"</i> <i>Group problem "Choice"</i> Reading: - Psychology pp 358 – 364
23	Social Influence: Conformity & Obedience 1. Explain Conformity and Obedience (CK5)	<i>Lecture</i> <i>Review test</i> <i>Video demonstration: "Asch"</i> <i>Video demonstration: "Milgram"</i> Reading: - Psychology pp 519- 531
24	Social Influence & Group Dynamics 1. Explain the ways that group members can influence thinking and behaviour (CK5) 2. Apply knowledge of different social influences in marketing and management (CK5, CC1, CC3, CIP3)	<i>Lecture</i> <i>Group Problem "Group Dynamics"</i> <i>Video demonstration</i> Reading: - Psychology pp 519- 531
25	Applying Social influence 1. Apply knowledge of different social influences in marketing and management (CK5, CC1, CC3, CIP1)	<i>Lecture</i> <i>Group problem "social influence"</i> Reading: - Psychology pp 519- 531
26	Mental Health 1. Describe mental health and mental stigma (CIP1)	<i>Lecture</i> <i>Review test</i> <i>Group Problem "Mental health"</i> Reading: - Psychology pp 639- 651

27	Mental Health: Anxiety Disorders 1. Classify and Illustrate anxiety disorders (CIP1)	<i>Lecture</i> <i>Group Discussion: "Mental health"</i> <i>4 case studies</i> Reading: - Psychology pp 652- 658
28	Mental Health: Mood disorders 1. Classify and Illustrate mood disorders (CIP1)	<i>Lecture</i> <i>Video demonstration: "Depression"</i> <i>Case study "depression"</i> Reading: - Psychology pp 658- 674
29	Mental Health: Other disorders 1. Classify Developmental disorders such as ADHD and Autism (CIP1)	<i>Lecture</i> <i>Video Demonstration</i> <i>Group discussion</i> Reading: - Psychology pp 658- 674
30	Mental Health – Biomedical Treatments & Closing Lecture 1. Compare the types of medication per mental health disorder (CK1, CIP1) 2. Summarize all course theories (all outcomes)	<i>Lecture</i> <i>Didactic questioning</i> <i>Review test</i> Reading: - Psychology pp 694- 703
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Gleitman, Henry, et al, Psychology, 8th Edition, W.W. Norton & Company, New York, 2011.

References

1. Kahneman, Thinking, fast and slow, Penguin, London, 2015.
2. Department of Psychology Royal University of Phnom Penh (2012). Cambodian Mental Health Survey 2012.
3. Leitner Centre (2012). Special Report: Mental Health and Human Rights in Cambodia

ENGLISH FOR ACADEMIC PURPOSES 1

ENGL 111

COURSE SPECIFICATION



Mitsy Anne Chanel Blot
USA
Lecturer



Loa Narin
Cambodia
Lecturer



Chan Tola, MA
Cambodia
Lecturer

1. AIM

This course has three main aims: (1) To enable the students to write standard academic paragraphs and essays; (2) To improve the students' reading, vocabulary and grammar; (3) To build the students' understanding of cultural pluralism through the classic literature that they will read throughout the course.

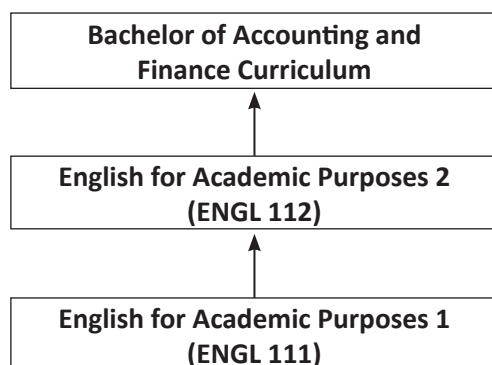
2. COURSE DESCRIPTION

This foundation-year course focuses on development and strengthening of the students' reading skills using literary classics as the main sources and quality paragraph and essay writing skills. It also includes the paragraph and essay structures and writing processes, unity, coherence, grammar, and mechanics. A variety of teaching methods will be used to facilitate the learning process; therefore, various methods will be employed to assess the students' learning outcomes. However, more emphasis will be given to the formative assessment so that the lecturers will have sufficient opportunities to give effective feedback to the students for improvement, and the students will have enough time to make necessary corrections accordingly.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	90
Reading :	24 (2 textbooks)
Review :	32 (Tests, Mid-term Exam, Final Exam)
Assignment :	34 (3 Paragraphs and 2 Essays)
Total Study Hours :	135 Hours

3. ROLE IN CURRICULUM



English for Academic Purposes 1 provides broad support to students' coursework in years 2, 3 and 4.

Prerequisites

This course is a prerequisite for English for Academic Purposes II (ENGL112). There is no prerequisite course for this course. However, the students must have a basic understanding of grammar rules and sentence structures.

4. LEARNING OUTCOMES

By the end of the course, the students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the cultural practices clearly through the selected classic literature texts
Understand	PK2	CK2	Describe the paragraph and essay structures and writing processes in the academic setting.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1	CC1	Write a summary of an assigned reading text with clarity and appropriate language
Apply	PC2	CC2	Use correct grammar, structures, and mechanics in writing good quality paragraphs and essays in an academic setting
Create	PC3	CC3	Write well-structured descriptive, process, opinion, comparison/contrast, and problem/solution paragraphs and essays in a academic setting

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use online and computer softwares to write English paragraphs and essays in an academic setting.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Value	PIP1	CIP1	Engage actively in group discussions on specific topics assigned by the lecturer.
Characterize	PIP3	CIP2	Perform all assigned tasks responsibly according to the course requirements.

5. TEACHING METHODS

The teaching methods may include:

- Individual work, pair work, group work, whole class activities
- Homework, assignments
- Tests and examinations
- Presentations
- Discussions, reflections, and reactions
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	CIP1, CIP2	PIP2, PIP3
In-class tests	20%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP2	PCIT4
Homework and Assignments	20%	CC1, CC2, CC3, CCIT1, CIP1, CIP2	PCIT4, PIP2
Midterm exam	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4
Final exam	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual
- Output format : Writing
- Language : English
- Assignment : Assignments will include writing of 3 paragraphs and 2 essays of different types determined by the lecturer.

7. STUDY PLAN

The course includes 30 lessons, each of which is 1.5 class hours. The total number of class hours is 45. The study plan below describes the number of lessons, lesson themes, the main teaching and learning activities, corresponding course learning outcomes, and learning assessments. However, implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to course 1. Get to know each other 2. Express their expectations 3. Understand the course specification (CIP1, CIP3)	1. Presentation 2. Whole class discussion 3. Diagnostic Test
2	Reviewing sentence structures (simple, compound, complex) 1. Use conjunctions correctly 2. Write three types of sentences correctly (CK2, CC2, CIP1)	1. Presentation 2. Individually practice writing sentences
3	Unit 1: Pre-Writing: Getting Ready to Write 1. Describe the writing process 2. Choose and narrow a topic for a paragraph 3. Do brainstorming on a given topic (making a list and mapping) (CK2, CIP1)	1. Filling in the flow chart 2. Writing specific topics 3. Brainstorming in groups
4	Unit 1: Pre-Writing: Getting Ready to Write 1. Organize ideas 2. Edit ideas (CK2, CC3, CIP1)	1. Editing ideas 2. Freewriting a paragraph on a topic of the student's choice
5	Literature Textbook Level 2 1. Write correct sentences 2. Define contextual meanings 3. Use correct vocabulary and grammar (CK1, CC1, CC2, CC3)	1. Writing simple, compound, and complex sentences about the story 2. Test 1
6	Unit 2: The Structure of a paragraph 1. Explain the structure of a paragraph	1. Presentation 2. Recognizing parts of a paragraph
7	Unit 2: The Structure of a Paragraph 1. Write a clear topic sentence (CC2, CC3, CIP1)	1. Recognizing and writing a topic sentence 2. Critiquing a paragraph 3. Writing a topic sentence
8	Unit 3: The Development of a Paragraph 1. Differentiate between details, explanations and examples 2. Write concluding sentences	1. Identifying the topic sentence and supporting details in a sample paragraph 2. Underlining the explanations and examples
9	Unit 3: The Development of a Paragraph 1. Edit peer's paragraph giving clear feedback for improvement 2. Revise their paragraph considering the feedback (CK2, CC2, CC3, CCIT1, CCIT2)	1. Think-Pair-Share 2. Reviewing sample paragraphs 3. Peer Editing 4. Writing a paragraph

10	Literature Textbook Level 2 1. Explain the situation in the story (CK1, CC1, CIP1)	1. Group Discussion 2. Telling the main plots of the story
11	Unit 4: Descriptive and Process Paragraphs 1. Use adjectives to describe shapes, sizes, atmosphere, feelings, and appearance 2. Write a paragraph to describe a place 3. Write a paragraph to describe a person	1. Selecting appropriate vocabulary to describe a place, a person, and a thing 2. Describing a place, a person, or a thing in writing
12	Unit 4: Descriptive and Process Paragraphs 1. Write a process paragraph using appropriate transitions and vocabulary (CC1, CC2, CC3, CIP2)	1. Selecting appropriate vocabulary to describe a process 2. Completion with appropriate transitions 3. Sequencing sentences to make a coherent paragraph 4. Describing a process in writing
13	Unit 5: Opinion Paragraphs 1. Differentiate between facts and opinions 2. Use modal auxiliaries to introduce opinions 3. Write an opinion paragraph (CK2, CC1, CC2, CC3, CIP1)	1. Group Discussion 2. Completion 3. Survey 4. Writing an opinion paragraph
14	Unit 5: Opinion Paragraphs 1. Write a cause/effect paragraph with clarity and coherence, using correct connectors and punctuation (CK2, CC1, CC2, CC3, CIP1)	1. Group Discussion 2. Completion 3. Writing cause/effect sentences
15	Literature Textbook Level 2 1. Identify the causes and effects in the story (CK1, CC1, CC2, CC3)	1. Recalling in pairs 2. Listing the causes and effects in pairs 3. Test 2
16	Unit 6: Comparison/Contrast Paragraphs 1. Use comparative and contrastive words and structures in their own sentences 2. Describe an outline of a comparison and contrast paragraph 3. Write a paragraph about similarities and differences of two things, places, or persons.	1. Identifying comparative and contrastive structures 2. Completing sentences with appropriate comparative/contrastive words and phrases 3. Writing a comparison/contrast paragraph
17	Unit 6: Comparison/Contrast Paragraphs 1. Write a paragraph to explain advantages and disadvantages following the right structure and using correct comparative adjectives, adverbs, and transition signals. (CC1, CC2, CC3, CCIT1)	1. Identifying comparative and contrastive structures 2. Completing sentences with appropriate comparative/contrastive words and phrases 3. Writing a comparison/contrast paragraph
18	Unit 7: Problem/Solution Paragraphs 1. Provide reasonable solutions to certain problems 2. Write a good problem/solution paragraph (CK2, CC2, CC3, CCIT1, CCIT2, CCIT2)	1. In pairs, ask and answer questions about common problems. 2. Complete conditionals sentences 3. Suggest solutions in speaking and writing 4. Pair discussion

19	Literature Textbook Level 3 1. Express their opinion about the character and moral of the story (CK1, CC1, CC2, CC3, CCIT1, CCIT2)	1. Recalling in pairs 2. Asking and answering questions about the story 3. Writing a problem/solution paragraph about the story
20	Unit 8: The Structure of an Essay 1. Recognize the three main parts of an essay 2. Write a clear thesis statement (CK2, CC2, CC3)	1. Presentation of the essay structures, format, and how to write a thesis statement 2. In pairs, identifying the main parts of a sample essay 3. Writing a thesis statement on a suggested topic
21	Unit 9: Outlining an Essay 1. Make an essay outline on a chosen topic 2. Evaluate an essay outline (CK2, CC2, CC3)	1. Explaining the outline of an essay 2. Making an outline on a particular topic 3. Completion in pairs 4. Making an outline
22	Literature Textbook Level 3 1. Compare two characters to identify similarities and differences (CK1, CC1, CC2, CC3, CCIT1, CCIT2, CIP1)	1. Group Discussion 2. Write a comparison/contrast essay 3. Test 3
23	Unit 10: Introductions and Conclusions 1. Write a strong introduction paragraph (CK2, CC2, CC3)	1. Using parallel writing 2. Reviewing and revising sample introductions 3. Completion 4. Writing an introduction
24	Unit 10: Introductions and Conclusions 1. Write a strong conclusion paragraph	1. Using parallel writing 2. Reviewing and revising sample conclusions 3. Matching 4. Writing a conclusion
25	Unit 11: Unity and Coherence 1. Improve an essay unity using logical transitions and cohesive devices (CK2, CC1, CC2, CC3)	1. Reviewing a sample essay and compare comments with partners 2. Completion with appropriate cohesive devices 3. Presentation of reviewing results
26	Unit 11: Unity and Coherence 1. Improve an essay coherence using logical transitions and cohesive devices (CK2, CC1, CC2, CC3)	1. Reviewing a sample essay and compare comments with partners 2. Completion with appropriate cohesive devices 3. Presentation of reviewing results
27	Literature Textbook Level 3 1. Write a summary of the story (CK1, CC1, CIP1, CIP2, CIP3)	1. In pairs, summarize the story 2. Test 4
28	Unit 12: Essays for Examinations Explain how to respond to the instructions provided during examinations	1. Discussion with partners about timed essay writing 2. Evaluate the relevance of the sample introductions to the question
29	Review for exams	

30	Review for exams	1. Students' Self-reflection on the Course learning outcomes
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Readings are graded readers of classic literature selected according to the English ability level of the students. Therefore, the literature reading levels may vary from class to class. Similarly, the number of readings is not restricted to three. There could be more than three based on the student's ability and the lecturer's expectations.

Textbooks

1. Zemach, D. E. and Rumisek, L. A. (2003). Academic Writing from Paragraph to Essay. Oxford: MacMillan

Literary Texts

1. Upon individual lecturer's choices.

Supplementary Materials and References

1. Keene, M. L. and Adams, K. H. (2006). Easy Access. New York: McGraw-Hill.
2. Dollahite, N. E. and Haun, J. (2012). Source Work: Academic Writing from Sources (2nd Ed.). Boston: Heinle, Cengage Learning.



ENGLISH FOR ACADEMIC PURPOSES 1 PLUS

ENGL 111P

COURSE SPECIFICATION



Sean Michael Stack
British
Lecturer



Uttra Sok, PhD
Cambodia
Professor



Ly Monirith
Cambodia
Associate Professor



Matthew Richard Leigh
British
Lecturer



Chan Tola, MA
Cambodia
Lecturer

1. AIM

This course has three main aims: (1) To enable the students to construct standard academic sentences, (2) to write academic paragraphs and essays; (3) To improve the students' reading, vocabulary and grammar; (4) To build the students' understanding of cultural pluralism through the classic literature that they will read throughout the course.

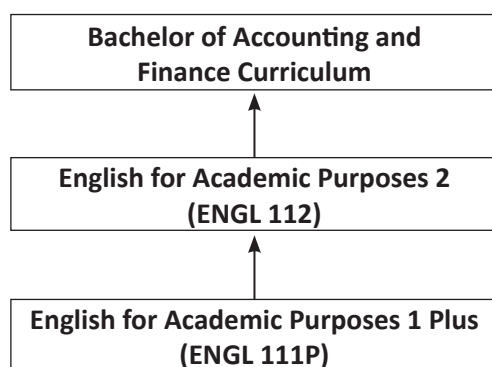
2. COURSE DESCRIPTION

This course includes sentence writing skills in addition to the English 111's paragraph and essay skills (111 Plus), and focuses on development and strengthening of the students' sentence in addition to the paragraph and essay skills. Similar to English 111, It also includes reading skills using literary classics as the main sources and quality paragraph and essay writing skills. A variety of teaching methods will be used to facilitate the learning process; therefore, various methods will be employed to assess the students' learning outcomes. However, more emphasis will be given to the formative assessment so that the lecturers will have sufficient opportunities to give effective feedback to the students for improvement, and the students will have enough time to make necessary corrections accordingly.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	: 150
Reading	: 24 (2 textbooks)
Review	: 40 (Tests, Mid-term Exam, Final Exam)
Diary writing	: 12 (30 entries)
Homework	: 40 (20 pieces)
Assignment	: 34 (3 Paragraphs and 2 Essays)
Total Study Hours	: 225 Hours

3. ROLE IN CURRICULUM



English for Academic Purposes 1 PLUS provides broad support to students' coursework in years 2, 3 and 4.

Prerequisites

There are no prerequisites for this course. However, students must have a basic understanding of grammar rules and structure.

4. LEARNING OUTCOMES

By the end of the course, the students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the cultural practices clearly through the selected classic literature texts
Understand	PK2	CK2	Describe the types of sentences, paragraph and essay structures, and writing processes in the academic setting.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1	CC1	Write a summary of an assigned reading text with clarity and appropriate language
Apply	PC2	CC2	Use correct grammar, structures, and mechanics in writing good quality sentences, paragraphs and essays in an academic setting.

Create	PC3	CC3	Write well-structured sentences, descriptive, process, opinion, comparison/contrast, and problem/solution paragraphs and essays
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4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use online platforms and computer softwares to effectively write English sentences, paragraph, and essays in an academic environment

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Value	PIP1	CIP1	Engage actively in group discussions on specific topics assigned by the lecturer
Characterize	PIP3	CIP2	Perform all assigned tasks responsibly according to the course requirement

5. TEACHING METHODS

Teaching methods may include, but not limited to:

- Individual work, pair, group work, whole class
- Homework, assignments
- Tests and examinations
- Presentation
- Discussion, reflection, and reaction
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CIP1, CIP2	PIP2, PIP3
In-class tests	20%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP2	PCIT4
Homework and Assignments	20%	CC1, CC2, CC3, CCIT1, CIP2, CIP2	PCIT4, PIP2
Midterm exam	25%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP2	PCIT4
Final exam	25%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP2	PCIT4
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual
- Output format : Writing
- Language : English
- Assignment : Assignments will include writing of sentences, paragraphs and essays.

7. STUDY PLAN

The course includes 50 lessons, each of which is 1.5 class hours. The total number of class hours is 75. The study plan below describes the number of lessons, lesson themes, the main teaching and learning activities, corresponding course learning outcomes, and learning assessments. However, implementation of this study plan may vary somewhat depending on the progress and needs of students.

NOTE IN THIS SYLLABUS: “SENTENCE UNIT” REFERS TO SENTENCE SKILLS UNITS; “UNIT” (ONLY) REFERS TO UNITS IN ACADEMIC WRITING FROM PARAGRAPH TO ESSAY BY OXFORD: MACMILLAN.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to course 1. Get to know each other 2. Express their expectations 3. Understand the course specification (CIP1, CIP3)	1. Presentation 2. Whole class discussion 3. Diagnostic Test
2	Sentence Unit 1: Parts of Speech 1. Nouns, pronouns, Verbs, Adjectives, adverbs, prepositions, interjections in sentences - Identify their functions in sentences - Use correct words into the given sentences (CK2, CC2)	1. Identifying parts of speech 2. Presentation
3	Reviewing sentence structures (simple, compound, complex) 1. Use conjunctions correctly 2. Write three types of sentences correctly (CK2, CC2)	1. Presentation 2. Individually practice writing sentences
4	Articles - Definite articles - Indefinite articles - Zero article (CK2, CC2)	1. Discussing the different of articles in writing 2. Completing sentences with the articles
5	Unit 1: Pre-Writing: Getting Ready to Write 1. Describe the writing process 2. Choose and narrow a topic for a paragraph 3. Do brainstorming on a given topic (making a list and mapping) (CK2, CIP1)	1. Filling in the flow chart 2. Writing specific topics 3. Brainstorming in groups
6	Unit 1: Pre-Writing: Getting Ready to Write 1. Organize ideas 2. Edit ideas (CK2, CC3)	1. Editing ideas 2. Freewriting a paragraph on a topic of the student's choice

7	Subject-verb agreement 1 - Identify countable and uncountable nouns - Use correct verbs for different subjects (CK2, CC2, CC3)	1. Matching 2. Completing the sentences provided in kahoot
8	Subject-Verb agreement 2 Identify Compound subjects and verbs (CK2, CC2)	1. Identifying 2. matching
9	Literature Textbook Level 2 - Write correct sentences - Define contextual meanings - Use correct vocabulary and grammar (CK1, CC1, CC2, CC3)	1. Writing simple, compound, and complex sentences about the story 2. Test 1
10	Verb Tenses: Present and Past Tenses - Discuss the forms and uses of the Present Tenses - Complete sentences with correct or appropriate tenses (CK2, CC2, CIP1)	1. Completion 2. Multiple choice 3. Discussion
11	Verb Tenses: Future Tenses - Discuss the forms and uses of the Present Tenses - Complete sentences with correct or appropriate tenses (CK2, CC2, CIP2)	1. Completion 2. Multiple choice 3. Q&A
12	Unit 2: The Structure of a paragraph Explain the structure of a paragraph	1. Presentation 2. Recognizing parts of a paragraph
13	Unit 2: The Structure of a Paragraph Write a clear topic sentence (CC2, CC3, CIP1)	1. Recognizing and writing a topic sentence 2. Critiquing a paragraph 3. Writing a topic sentence
14	Adjectives and Adverbs - Differentiate adjectives from adverbs - Use appropriate adjectives or adverbs in the sentences for description (CK1, CC2)	1. Pairwork 2. Identifying 3. Completing
15	Comparison of adjectives/adverbs - Identify short and long Comparative adjectives - Identify short and long superlative adjectives - Create comparatives and superlatives sentences (CK1, CC3))	1. Matching 2. Completing 3. Write
16	Unit 3: The Development of a Paragraph - Differentiate between details, explanations and examples - Write concluding sentences	1. Identifying the topic sentence and supporting details in a sample paragraph 2. Underlining the explanations and examples
17	Unit 3: The Development of a Paragraph - Edit peer's paragraph giving clear feedback for improvement - Revise their paragraph considering the feedback (CK2, CC2, CC3, CCIT1, CCIT2)	1. Think-Pair-Share 2. Reviewing sample paragraphs 3. Peer Editing 4. Writing a paragraph

18	Transition words 1. Identify different transition words in writing 2. Use different transitions words in paragraph writing (CK2, CC2, CIP1, CIP2)	1. Pairwork 2. Sequencing/cause-effect 3. Reordering
19	Literature Textbook Level 2 1. Explain the situation in the story (CK1, CC1, CIP1)	1. Group Discussion 2. Telling the main plots of the story
20	Unit 4: Descriptive and Process Paragraphs 1. Use adjectives to describe shapes, sizes, atmosphere, feelings, and appearance 2. Write a paragraph to describe a place 3. Write a paragraph to describe a person	1. Selecting appropriate vocabulary to describe a place, a person, and a thing 2. Describing a place, a person, or a thing in writing
21	Unit 4: Descriptive and Process Paragraphs 1. Write a process paragraph using appropriate transitions and vocabulary (CC1, CC2, CC3, CIP2)	1. Selecting appropriate vocabulary to describe a process 2. Completion with appropriate transitions 3. Sequencing sentences to make a coherent paragraph 4. Describing a process in writing
22	Conditionals 1. First conditionals 2. Second conditionals 3. Use first and second conditionals to give advice/solutions (CK2, CC2, CP2)	1. Lecture 2. Group discussion 3. Completing Homework: Worksheet
23	Unit 5: Opinion Paragraphs 1. Differentiate between facts and opinions 2. Use modal auxiliaries to introduce opinions 3. Write an opinion paragraph (CK2, CC1, CC2, CC3, CIP1)	1. Group Discussion 2. Completion 3. Survey 4. Writing an opinion paragraph
24	Unit 5: Opinion Paragraphs 1. Write a cause/effect paragraph with clarity and coherence, using correct connectors and punctuation (CK2, CC1, CC2, CC3, CIP1)	1. Group Discussion 2. Completion 3. Writing cause/effect sentences
25	Adjective Clauses 1. Identify adjective clauses and relative words 2. Produce sentences that contain adjective clauses (CK2, CC2, CC3)	1. Lecturing 2. Completing 3. Writing Homework: Worksheet
26	Literature Textbook Level 2 1. Identify the causes and effects in the story (CK1, CC1, CC2, CC3)	1. Recalling in pairs 2. Listing the causes and effects in pairs 3. Test 2
27	Unit 6: Comparison/Contrast Paragraphs 1. Use comparative and contrastive words and structures in their own sentences 2. Describe an outline of a comparison and contrast paragraph 3. Write a paragraph about similarities and differences of two things, places, or persons.	1. Identifying comparative and contrastive structures 2. Completing sentences with appropriate comparative/contrastive words and phrases 3. Writing a comparison/contrast paragraph

28	Unit 6: Comparison/Contrast Paragraphs 1. Write a paragraph to explain advantages and disadvantages following the right structure and using correct comparative adjectives, adverbs, and transition signals. (CC1, CC2, CC3, CCIT1)	1. Identifying comparative and contrastive structures 2. Completing sentences with appropriate comparative/contrastive words and phrases 3. Writing a comparison/contrast paragraph
29	Restrictive & Non-restrictive clauses 1. Differentiate restrictive from non-restrictive clauses 2. Use correct relative words for different types of adjective clauses 3. Explain the meaning of restrictive and nonrestrictive clauses (CK2, CC2, CC3)	1. Lecture 2. Comparing clauses 3. Completing with relative words 4. Presentation by the students or Q & A of the meaning of the given clauses Homework: Worksheet
30	Unit 7: Problem/Solution Paragraphs 1. Provide reasonable solutions to certain problems 2. Write a good problem/solution paragraph (CK2, CC2, CC3, CCIT1, CCIT2, CCIT2)	1. In pairs, ask and answer questions about common problems. 2. Complete conditionals sentences 3. Suggest solutions in speaking and writing 4. Pair discussion
31	Avoiding Fragments & Run-ons - Explain fragments and run-ons in sentences - Improve the sentences with appropriate structures (CK2, CC2)	1. Lecture 2. Editing 3. Rewriting Homework: Worksheet
32	Literature Textbook Level 3 1. Express their opinion about the character and moral of the story (CK1, CC1, CC2, CC3, CCIT1, CCIT2)	1. Recalling in pairs 2. Asking and answering questions about the story 3. Writing a problem/solution paragraph about the story
33	Unit 8: The Structure of an Essay 1. Recognize the three main parts of an essay 2. Write a clear thesis statement (CK2, CC2, CC3)	1. Presentation of the essay structures, format, and how to write a thesis statement 2. In pairs, identifying the main parts of a sample essay 3. Writing a thesis statement on a suggested topic
34	Parallelism Structures - Correct the errors of unparallelled structures - Rewrite parallelled structures in the given sentences (CK2, CC2)	1. Editing 2. Matching 3. Writing
35	Unit 9: Outlining an Essay 1. Make an essay outline on a chosen topic 2. Evaluate an essay outline (CK2, CC2, CC3)	1. Explaining the outline of an essay 2. Making an outline on a particular topic 3. Completion in pairs 4. Making an outline
36	Literature Textbook Level 3 1. Compare two characters to identify similarities and differences (CK1, CC1, CC2, CC3, CCIT1, CCIT2, CIP1)	1. Group Discussion 2. Write a comparison/contrast essay 3. Test 3

37	Avoiding Misplaced and dangling modifiers - Identify sentence errors with misplaced or dangling modifiers - Improve the sentences with appropriate modifiers (CK2, CC2, CC3)	1. Lecture 2. Identify 3. Rewrite sentences
38	Unit 10: Introductions and Conclusions 1. Write a strong introduction paragraph (CK2, CC2, CC3)	1. Using parallel writing 2. Reviewing and revising sample introductions 3. Completion 4. Writing an introduction
39	Unit 10: Introductions and Conclusions 1. Write a strong conclusion paragraph	1. Using parallel writing 2. Reviewing and revising sample conclusions 3. Matching 4. Writing a conclusion
40	Expressions of quantity - Identify different expressions of quantify - Use expressions of quantity with countable and uncountable nouns (CK2, CC2, CCIT1, CP1)	1. Lecture 2. Pair-work 3. Matching 4. Completing
41	Unit 11: Unity and Coherence 1. Improve an essay unity using logical transitions and cohesive devices (CK2, CC1, CC2, CC3)	1. Reviewing a sample essay and compare comments with partners 2. Completion with appropriate cohesive devices 3. Presentation of reviewing results
42	Unit 11: Unity and Coherence 1. Improve an essay coherence using logical transitions and cohesive devices (CK2, CC1, CC2, CC3)	1. Reviewing a sample essay and compare comments with partners 2. Completion with appropriate cohesive devices 3. Presentation of reviewing results
43	Noun Clauses - Identify noun clauses - Create sentences with appropriate noun clauses (CK2, CC3, CIP1)	1. Lecture 2. Group discussion 3. Writing
44	Literature Textbook Level 3 1. Write a summary of the story (CK1, CC1, CIP1, CIP2, CIP3)	1. In pairs, summarize the story 2. Test 4
45	Participial Phrases - Present participial - Past participial - Use Present and Past participle to improve writing (CK2, CC2, CPI1, CCIT2)	1. Lecture 2. Comparing present-past participial 3. Rewriting sentences into participial
46	Unit 12: Essays for Examinations 1. Explain how to respond to the instructions provided during examinations	1. Discussion with partners about timed essay writing 2. Evaluate the relevance of the sample introductions to the question

47	Paraphrasing • Discuss the need of paraphrasing in writing • Paraphrase sentences for writing (CK2, CC2, CIP1)	1. Lecture 2. Writing 3. Peer-editing
48	Review for exams	1. Lecture 2. Discussion
49	Review for exams	1. Lecture 2. Discussion
50	Review for exams	Students' Self-reflection on the course learning outcomes
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Readings are graded readers of classic literature selected according to the English ability level of the students. Therefore, the literature reading levels may vary from class to class. Similarly, the number of readings is not restricted to three. There could be more than three based on the student's ability and the lecturer's expectations.

Textbooks

1. Zemach, D. E. and Rumisek, L. A. (2003). Academic Writing from Paragraph to Essay. Oxford: MacMillan.

Lecture Notes

1. Compiled sentence skills

Literary Texts

1. Upon individual lecturer's choices

Supplementary Materials and References

1. Keene, M. L. and Adams, K. H. (2006). Easy Access. New York: McGraw-Hill.
2. Dollahite, N. E. and Haun, J. (2012). Source Work: Academic Writing from Sources (2nd Ed.). Boston: Heinle, Cengage Learning.
3. Compiled worksheet of sentence skills

ENGLISH FOR ACADEMIC PURPOSES 2

ENGL 112

COURSE SPECIFICATION



Sean Michael Stack

British
Lecturer



Mitsy Anne Chanel Blot

USA
Lecturer



Matthew Richard Leigh

British
Lecturer



Loa Narin

Cambodia
Lecturer

1. AIM

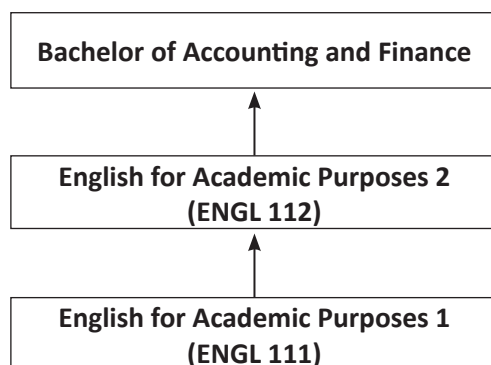
This course builds on the foundations of English for Academic Purpose 1 in order to refine academic writing skills with accurate grammar and improve cultural knowledge and vocabulary via English literature. There are four main aims: (1) To equip the students with basic skills in information searching; (2) To teach the students how to write research papers using appropriate academic language; (3) To introduce the APA style (formatting and referencing) to research papers; (4) To expand the students' general knowledge of the world through reading of a higher level of internationally acclaimed literary classics.

2. COURSE DESCRIPTION

This course continues to develop and strengthen the students' ability to write English academic essays and research papers. Advanced academic English language including grammar, structures, styles, tones, and mechanics are further applied to the development of more complex academic essays, and the APA format and referencing are used to ensure standard English and avoid plagiarism. In addition, this course includes high-level literary texts to expand the students' vocabulary and general knowledge, and to develop their critical thinking skills. A variety of teaching methods will be used to facilitate the learning process; therefore, various methods will be employed to assess the students' learning outcomes. However, more emphasis will be given to the formative assessment so that the lecturers will have sufficient opportunities to give effective feedback to the students for improvement, and the students will have enough time to make necessary corrections accordingly.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	: 90
Reading	: 24 (2 textbooks)
Review	: 32 (Tests and Mid-term Exam)
Assignment	: 34 (1 Essay and 1 Research Paper)
Total Study Hours	: 135 Hours

3. ROLE IN CURRICULUM

Prerequisites

Successful completion of English for Academic Purposes I (ENGL 111) is a prerequisite for this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover three main areas: academic writing, English literature, and effective research. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the cultural practices through the classic literature texts using appropriate English language in an academic setting.
Understand	PK2	CK2	Describe the process of conducting research in a scientific way.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1	CC1	Conduct a data collection of scientific research on a specific topic approved by the lecturer.
Apply	PC2	CC2	Analyze the collected data using basic statistical methods and qualitative methods.
Create	PC3	CC3	Write quality research papers using the correct grammar, structures, mechanics, styles and tones following the APA Style.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use online and computer softwares to write English essays and research papers following the APA Style.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Value	PIP1	CIP1	Engage actively in group discussions on specific topics assigned by the lecturer.
Characterize	PIP3	CIP2	Perform all assigned tasks responsibly according to the course requirements.

5. TEACHING METHODS

The teaching methods may include:

- Individual work, pair work, group work, whole class activities
- Homework, assignments
- Tests and examinations
- Presentations
- Discussions, reflections, and reactions
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	CK1, CK2	PIP2, PIP3
In-class tests	20%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP2	PCIT4
Homework and Assignments	20%	CC1, CC2, CC3, CCIT1, CIP1, CIP2	PCIT4, PIP2
Midterm Exam	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4
Research Paper	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4, PIP1
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual
- Output format : Writing
- Language : English
- Assignment : The assignment will include writing of 1 academic essay on a topic approved by the lecturer
- Research Paper : The research paper can be based on primary or secondary data or both based on the approved topic and methodology

7. STUDY PLAN

The course includes 30 lessons, each of which is 1.5 class hours. The total number of class hours is 45. The study plan below describes the number of lessons, lesson themes, the main teaching and learning activities, corresponding course learning outcomes, and learning assessments. However, implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to the course 1. Get to know each other 2. Express their expectations 3. Make adjustment to the course syllabus (CIP1, CIP3)	<i>Presentation</i> <i>Whole class discussion</i> <i>Diagnostic Test</i>
2	Review of the Essay 1. Explain the reasons for writing essays and writing processes. 2. Recognize the standard parts and format of an essay. 3. Use methods of support. (CK2, CC3)	<i>Presentation</i> <i>Group discussions</i>
3	Reading: Literature Text 4 1. Give a title of the text 2. Write a summary essay of the text (CK1, CK2)	<i>Skimming</i> <i>Identifying the main idea and main points</i> <i>Writing a summary essay</i> Note: Test 1
4	Choosing a Topic 1. Select an appropriate topic for an essay and a research paper. 2. Differentiate between a persuasive and an expository essay 3. Write a thesis statement 4. Develop an essay and a research paper outline (CC1, CC2, CC3)	<i>Brainstorming</i> <i>Working in pairs</i> <i>Categorizing</i> <i>Completion</i>
5	Reading: Literature Text 4 1. Make questions and give comments on the summary essay (CC1, CCIP1)	<i>Ask and answer questions about the text</i>

6	Peer review 1. Ask critical questions and give good comments on peers' papers. 2. Respond appropriately to peers' questions or comments. 3. Revise and write a final draft. (CC2, CC3, CCIP1, CCIP2)	<i>Peer review practices</i> <i>Final draft of essay</i>
7	Reading: Literature Text 4 1. Use the Internet and e-dictionary to search for target vocabulary (CK1, CC1, CCIT2)	<i>Searching for new vocabulary using the Internet and e-dictionary</i>
8	Researching 1. Identify various sources of information. 2. Effectively use online search techniques. 3. Evaluate the reliability of websites. 4. Document resources. (CC1, CCIT1, CCIT2)	<i>Practice finding information online</i>
9	Reading: Literature Text 4 1. Outline the main points 2. Retell the story (CC1, CCIP1)	<i>Outlining</i> <i>Story telling</i> Note: Test 2
10	Outlining 1. Assess progress in research. 2. Improve vocabulary related to research papers. 3. Use different outlining techniques. (CK1, CC2)	<i>Working with a partner</i> <i>Individual work: Making an outline on the approved topic</i>
11	Reading: Literature Text 5 1. Explain the main themes of the story 2. Persuade the audience to agree or disagree with the writer's opinion (CK1, CCIP1, CCIP2)	<i>Vocabulary practice (peer work)</i> <i>Group discussion of the theme and moral of the story</i>
12	Patterns of organization Expository 1. Prepare an outline of an expository essay Persuasive 2. Prepare an outline of a persuasive essay Acknowledge and then refute the counter arguments against your position (CC2, CC3, CC4)	<i>In pairs, discussing the differences between an expository and persuasive essay and prepare an outline on a selected topic.</i>
13	Reading: Literature Text 5 1. Use quotations to support own arguments (CK1, CC2, CC4)	<i>In pairs, argue for or against a certain theme or behavior in the story</i> Note: Test 3
14	Avoid Plagiarism 1. Understand the issues of plagiarism and academic expectations. 2. Explain the importance of crediting sources 3. Decide what to quote and what to paraphrase 4. Practice quotation techniques (CC3, CC4, CCIP2)	<i>Group discussion on issues of plagiarism and academic expectations</i> <i>Practice quotation techniques</i>

15	Reading: Literature Text 5 1. Restate some statements selected from the story 2. Use signal phrases and transitions in their own sentences (CK1, CC2, CC3, CCIP1)	<i>Interpreting</i> <i>Sentence transformation</i> <i>Completion</i>
16	The Language of the Research Paper 1. Apply and practice techniques for paraphrasing 2. Learn common grammatical structures in research paper 3. Review signal phrases, transitions, and punctuation (CC2, CC3)	<i>In pairs, completion, labeling, and sentence transformation</i>
17	Reading: Literature Text 5 1. Identify the thesis statement of the story 2. Write a thesis statement to describe the main theme of a selected chapter 3. Guess the meaning from context (CK1, CCIP1, CCIP2)	<i>In groups of three, identify a thesis statement in the story and write a thesis statement</i> <i>Match the meanings with the vocabulary in the text</i>
18	Writing a Research Paper 1. Understand different thesis types 2. Write clear thesis statements on selected topics 3. Use source material to support writing 4. Write an introduction (CK2, CC1, CC2, CC3, CC4, CCIT1)	<i>Review the thesis statement</i> <i>Individually write an introduction on the selected topic.</i>
19	Reading: Literature Text 6 1. Write an introductory paragraph about the text (CK1, CCIP1, CCIP2)	<i>Review of the thesis statement and introductory paragraph</i> <i>Individually write an introductory paragraph</i>
20	Review before Mid-term Exam	
21	Writing a research paper (Cont.) 1. Write body paragraphs (CK2, CC1, CC2, CC3, CC4, CCIT1)	<i>Presentation of sample body paragraphs</i> <i>Practice writing body paragraphs on the approved topic.</i>
22	Reading: Literature Text 6 1. Summarize the story (CK.1, CCIP1, CCIP2)	<i>Identify the main points and write a summary based the main points</i>
23	Writing a research paper (Cont.) 1. Write a conclusion paragraph (CK2, CC1, CC2, CC3, CC4, CCIT1)	<i>Individually write a conclusion paragraph.</i>
24	Reading: Literature Text 6 1. React to the moral of the story (CK1, CCIP1, CCIP2)	<i>In groups, express own opinion about the moral of the story</i> Note: Test 4
25	In-text Citation 1. Use sources to enhance paper credibility. 2. Decide whether to summarize, paraphrase or quote materials. 3. Practice paraphrasing and quoting, using APA in-text citations. (CC4, CCIT1, CCIT2)	<i>In groups, compare in-text citations with reference lists.</i> <i>Practice paraphrasing and quoting</i>

26	Academic Language 1. Select appropriate style and tone for academic work. 2. Refine your thesis statement 3. Make points stronger and more precise 4. Use hedging language to make claims and assertions more believable and accurate. 5. Avoid sexist and biased language (CC1, CK3)	<i>Completion, Matching and Classification of words and phrases</i> <i>In pairs, revising a paragraph using appropriate academic language</i>
27	Editing Your Paper 1. Write the final draft of your paper 2. Revise, proofread, and format the final draft (CK2, CK3, CK4)	<i>In pairs, edit partner's paper focusing on the APA style, correct grammar, structures, tone, and mechanics.</i>
28	Oral Presentation of the Research Paper 1. Improve the presentation skills 2. Improve the quality of the paper 3. Use the APA-style: format and referencing (CC1, CC2, CC3, CC4, CCIT1)	<i>Class presentations</i> <i>Questions, comments, and revisions</i>
29	Oral Presentation of the Research Paper 1. Improve the presentation skills 2. Improve the quality of the paper 3. Use the APA-style: format and referencing (CC1, CC2, CC3, CC4, CCIT1)	<i>Class presentations</i> <i>Questions, comments, and revisions</i>
30	Oral Presentation of the Research Paper 1. Improve the presentation skills 2. Improve the quality of the paper 3. Use the APA-style: format and referencing (CC1, CC2, CC3, CC4, CCIT1)	<i>Class presentations</i> <i>Questions, comments, and revisions</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Readings are graded readers of classic literature selected according to the English skill level of the students. Therefore, the literature readings will vary from class to class depending on the class' skill level. Similarly, the number of readings is not restricted to three depending on the student's ability and the lecturer's expectations

Textbooks

1. Zemach, D. E., Broudy, D. and Valvona, C. (2011). Writing Research Papers: from Essay to Research Paper. Oxford: MacMillan Publishers.

Literary Texts

1. Upon the lecturer's choices

Supplementary Materials and References

1. Keene, M. L. and Adams, K. H. (2006). Easy Access. New York: McGraw-Hill.
2. Dollahite, N. E. and Haun, J. (2012). Source Work: Academic Writing from Sources (2nd ed.).
3. Lance, J. and Lange, E. (2012). Writing Clearly (6th ed.)
4. Manual of the American Psychological Association (6th ed.).

ENGLISH FOR ACADEMIC PURPOSES 2P

ENGL 112P

COURSE SPECIFICATION



Douglas Froggatt George, BSc
UK
Lecturer



Uttra Sok, PhD
Cambodia
Professor



Ly Monirith
Cambodia
Associate Professor



Patrick James Bourke
Ireland
Lecturer



Chan Tola, MA
Cambodia
Lecturer

1. AIM

This course builds on the foundations of English for Academic Purpose 1P (Plus) in order to refine academic writing skills with accurate grammar and improve cultural knowledge and vocabulary via English literature. There are four main aims: (1) To equip the students with basic skills in information searching; (2) To teach the students how to write essays and research papers using appropriate academic English language; (3) To introduce the APA style (formatting and referencing) to research papers; (4) To expand the students' general knowledge of the world through reading of a higher level of internationally acclaimed literary classics.

2. COURSE DESCRIPTION

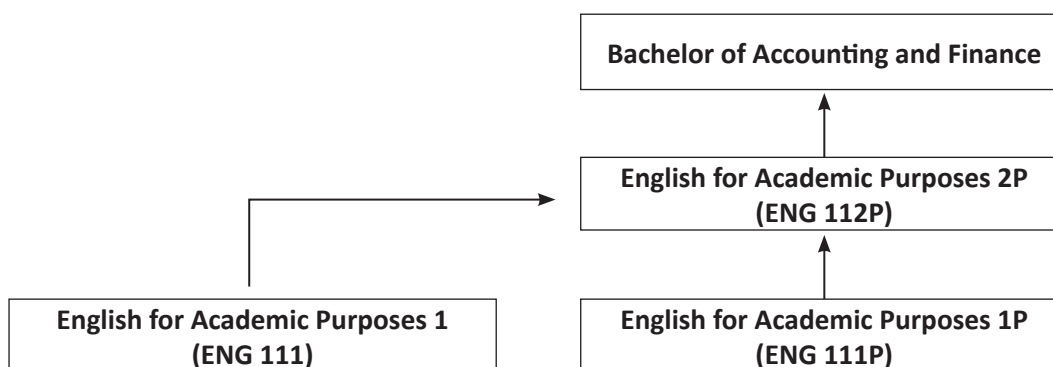
This course continues to support students with low English ability from (English 111P) to develop and strengthen the students' ability to write English academic essays and research papers. Advanced academic English language including grammar, structures, styles, tones, and mechanics are further applied to the development of more complex academic essays, and the APA format and referencing are used to ensure standard English and avoid plagiarism. In addition, this course includes high-level literary texts to expand the students' vocabulary and general knowledge, and to develop their critical thinking skills. A variety of teaching methods will be used to facilitate the learning process; therefore, various methods will be employed to assess the students' learning outcomes. However, more emphasis will be given to the formative assessment so that the lecturers will have sufficient

opportunities to give effective feedback to the students for improvement, and the students will have enough time to make necessary corrections accordingly.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	: 150
Reading	: 24 (2 textbooks)
Essay writing review	: 10 (2 types)
Exam Review	: 32 (Tests and Mid-term Exam)
Worksheet	: 20 (10 pieces)
Assignment	: 44 (2 Essays and 1 Research Paper)
Presentation	: 20 (presentation of research paper)
Total Study Hours	: 225 Hours

3. ROLE IN CURRICULUM



Prerequisites

Successful completion of English for Academic Purposes I (ENGL 111) or English for Academic Purposes 1P (ENGL 111P) are prerequisites for this course.

Students who successfully complete English for Academic Purposes 1 (ENGL 111) can choose to enroll in English for Academic Purposes 2 (ENGL 112) or in English for Academic Purposes 2P (ENGL 112P).

In case students who successfully complete English for Academic Purposes 1 (ENGL 111) and want to enroll in English for Academic Purposes 2P (ENGL 112P), they will need to consult the Enrollment Council.

4. LEARNING OUTCOMES

The learning outcomes for this course cover three main areas: academic writing, English literature, and effective research essay. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the cultural practices clearly through the selected classic literature texts
Understand	PK2	CK2	Describe the process of essay writing and conducting research in a scientific way

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC1	CC1	Use summarizing, paraphrasing and direct quote techniques effectively to avoid plagiarism
Apply	PC2	CC2	Apply the APA Style to ensure appropriate in-text citations and reference list
Create	PC3	CC3	Write quality essays and research papers using the correct grammar, structures, mechanics, styles and tones following the academic language

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use online and computer softwares to search for data relevant to their research topic

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Value	PIP1	CIP1	Engage actively in group discussions on specific topics assigned by the lecturer.
Personalize	PIP3	CIP2	Perform all assigned tasks responsibly according to the course requirements

5. TEACHING METHODS

The teaching methods may include:

- Individual work, pair work, group work, whole class activities
- Homework, assignments
- Tests and examinations
- Presentations
- Discussions, reflections, and reactions
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	CIP1, CIP2	PIP2, PIP3
In-class tests	20%	CK1, CK2, CK3, CC1, CC2, CC3, CCIT1, CIP2	PCIT4

Homework and Assignments	20%	CC1, CC2, CC3, CCIT1, CIP1, CIP2	PCIT4, PIP2
Midterm Exam	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4
Research Paper (written and oral)	25%	CK1, CK2, CC2, CC3, CCIT1, CIP2	PCIT4, PIP1
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual
- Output format : Writing
- Language : English
- Assignment : The assignment will include writing of two academic essays
- Research Paper : The research paper can be based on primary or secondary data or both based on the topic and methodology approved by the lecturer.

7. STUDY PLAN

The course includes 50 lessons, each of which is 1.5 class hours. The total number of class hours is 75. The study plan below describes the number of lessons, lesson themes, the main teaching and learning activities, corresponding course learning outcomes, and learning assessments. However, implementation of this study plan may vary somewhat depending on the progress and needs of the students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to the course 1. Get to know each other 2. Express their expectations 3. Understand the course specification (CIP1, CIP2)	<i>Presentation</i> <i>Whole class discussion</i> <i>Diagnostic Test</i>
2	Unit 1: Review of the Essay (pp. 2-5) 1. Explain the reasons for writing essays and writing processes. 2. Recognize the standard parts and format of an essay. (CK2, CC3)	<i>Presentation</i> <i>Group discussions</i>
3	Unit 1: Review of the Essay (pp. 5-7) 1. Describe the writing process 2. Present an essay outline (CK2, CC3)	<i>Presentation</i> <i>Identifying</i>
4	Extended Review of the structure of an Essay 1. Identify different parts of the essay structure (From paragraph to essay structure) 2. Expanding a paragraph into an essay (CK2, CC3, CCIT1, CIP1)	<i>Identifying</i> <i>Presentation</i> <i>Outlining a process writing (put it together; p.7)</i> Plus Material: Academic Writing Quiz Worksheet 1: Reading & Outlining

5	Literature Text Level 4 1. Give a title of the text 2. Write a summary essay of the text (CK1, CK2, CC1, CC3)	<i>Skimming</i> <i>Identifying the main idea and main points</i> <i>Writing a summary essay</i> Note: Test 1
6	Unit 2: Choosing a Topic (pp.8-11) 1. Select an appropriate topic for an essay and a research paper. 2. Differentiate between a persuasive and an expository essay (CK2, CC1, CC3)	<i>Brainstorming</i> <i>Working in pairs</i> <i>Categorizing</i> <i>Completion</i>
7	Unit 2: Choosing a Topic (pp.12-14) 1. Write a thesis statement 2. Develop an essay outline (CK2, CC1, CC3)	<i>Identifying</i> <i>Writing</i> <i>Outlining</i>
8	Extended expository essay writing 1. Characteristics of expository writing 2. Identify expository topics for writing 3. Outlining an expository essay (CK2, CC3, CCIT1)	<i>Presentation</i> <i>Identifying</i> Worksheet 2: Expository Essay writing (textbook - P. 14)
9	Extended persuasive essay writing 1. Characteristics of persuasive writing 2. Identify persuasive topics for writing 3. Outlining an persuasive essay (CK2, CC3, CCIT1)	<i>Presentation</i> <i>Identifying</i> <i>Outlining</i> Worksheet 3: Persuasive Essay writing (Topics provided)
10	Extended thesis statement writing (more practice & Feedback) 1. The components of a good thesis statement 2. Develop a better thesis statement for essay writing (CC3, CIP1, CCIT1)	<i>Identifying</i> <i>Writing</i> <i>Editing</i>
11	Literature Text Level 4 1. Make questions and give comments on the summary essay (CK1, CC1, CCIP1)	<i>Ask and answer questions about the text</i>
12	Unit 3: Peer review (pp. 15-17) 1. Ask critical questions about introductions and conclusions 2. Give good comments on peers' papers (CC3, CCIP1, CCIP2)	<i>Peer reviewing</i> <i>Editing & Revising</i> Worksheet 4: Revising & Editing essay (from worksheet 2 & 3)
13	Unit 3: Peer review (pp. 18-22) 1. Respond appropriately to peers' questions or comments. 2. Revise and write a final draft.	<i>Identifying</i> <i>Revising</i> Worksheet 5: Writing final drafts of essays 2 & 3
14	Extended introduction and conclusion writing 1. Different ways to write introduction and conclusion 2. Improve the introduction and conclusion of the essays from Worksheet 2 & 3) (CC3, CIP1)	<i>Presentation</i> <i>Plus Materials: Chapter 1.11 (Bailey)</i>

15	Extended Grammar: Verb Tenses 1. Recall the forms of Present Simple, Present Continuous, Present Perfect Simple and Present Perfect Continuous 2. Use Present Simple, Present Continuous, Present Perfect Simple and Present Perfect Continuous in their own sentences (CK3)	<i>Presentation</i> <i>Identifying</i> <i>Completing</i> Plus Materials: Ch. 3.15 (Bailey)
16	Extended Grammar: Verb Tenses (Cont.) 1. Identify the forms of Past Simple, Past Continuous, Past Perfect Simple, and Past Perfect Continuous 2. Use Past Simple, Past Continuous, Past Perfect Simple, and Past Perfect Continuous (CK3)	<i>Presentation</i> <i>Completing</i>
17	Literature Text Level 4 1. Use the Internet and e-dictionary to search for target vocabulary (CK1, CC1)	<i>Searching for new vocabulary using the Internet and e-dictionary</i>
18	Unit 4: Researching (pp. 23-26) 1. Identify various sources of information 2. Effectively use online search techniques (CC1, CCIT1)	<i>Presentation</i> <i>Searching (information online)</i>
19	Unit 4: Researching (pp. 26-29) 1. Evaluate the reliability of websites. 2. Document resources. (CC1, CCIT1)	<i>Identifying (valid sources, information)</i> <i>Documenting sources</i>
20	Extended Reading: Developing Critical Approaches 1. Reading methods and choosing suitable sources 2. Fact and Opinion (CC3, CIP1)	<i>Reading</i> <i>Identifying</i> Plus Materials: Cha. 1.2A Worksheet 6: Reading (a provided text)
21	Unit 5: Outlining (pp. 30-36) 1. Assess own progress in research 2. Explain vocabulary related to research papers (CK2, CC1)	<i>Working with a partner</i> Individual work: Making an outline on the approved topic
22	Unit 5: Outlining (pp. 36-38) 1. Explain different outline techniques 2. Make an outline of an expository paper and persuasive paper (CK2, CC1)	<i>In pairs, discuss the differences between an expository and persuasive essay and prepare an outline on a selected topic.</i>
23	Extended Outlining Practice 1. Read essays and make an outline (CK2, CC1, CIP1)	<i>Reading & outlining with different patterns</i> <i>(three essays provided by the lecturers)</i>
24	Reading: Literature Text Level 4 1. Outline the main points 2. Retell the story (CK1, CC1, CCIP1)	<i>Outlining</i> <i>Story telling</i> Note: Test 2

25	Unit 6: Avoid Plagiarism (pp. 39-44) 1. Understand the issues of plagiarism and academic expectations. 2. Explain the importance of crediting sources 3. Decide what to quote and what to paraphrase (CC1, CC2, CCIP2)	<i>Discussion</i> <i>Identifying</i>
26	Unit 6: Avoid Plagiarism (pp. 45-49) 1. Use signal phrases in quotations 2. Practice quotation techniques (CC1, CC2, CCIP2)	<i>Presentation</i> <i>Identifying</i> <i>Writing quotes</i>
27	Unit 7: The Language of the Research Paper (pp. 50-55) 1. Apply techniques for paraphrasing 2. Recognize the sources of information 3. Paraphrase sentences and short texts (CK3, CC2, CC3)	<i>In pairs, completion, labeling, and sentence transformation</i>
28	Unit 7: The Language of the Research Paper (pp. 55-59) 1. Write correct sentences in active voice and passive voice 2. Classify connectors by functions 3. Use connectors appropriately in sentences and texts 4. Use punctuation correctly (CK2, CK3, CC2)	<i>Presentation</i> <i>Identifying</i> <i>Completing</i>
29	Extended paraphrasing (extra tips and more practice) 1. Understand paraphrasing (CC1, CC2)	<i>Presenting</i> <i>Identifying</i> Plus Materials: Chap 1.6 (Bailey)
30	Reading: Literature Text Level 5 1. Explain the main themes of the story 2. Persuade the audience to agree or disagree with the writer's opinion (CK1, CCIP1, CCIP2)	<i>Vocabulary practice (peer work)</i> <i>Group discussion of the theme and moral of the story</i>
31	Unit 8: Writing the First Draft (pp. 60-63) 1. Understand different thesis types 2. Write clear thesis statements on selected topics 3. Use source material to support writing (CK2, CC1, CC2, CC3, CCIT1)	<i>Reviewing the thesis statement</i> <i>Writing an introduction on the selected topic.</i>
32	Unit 8: Writing the First Draft (pp. 63-65) 1. Write an introduction of a research paper 2. Write the body paragraphs of a research paper 3. Peer edit the introduction part (CK2, CC1, CC2, CC3, CCIT1)	<i>Presentation</i> <i>Writing body paragraphs on the approved topic.</i>
33	Review before Midterm Exam	
34	Extended Grammar: Direct and Indirect Speech 1. Identify the forms of direct and indirect speech 2. Convert direct to indirect speech and vice versa (CK3, CC1)	<i>Presentation</i> <i>Identifying</i> <i>Rewriting</i> Worksheet 7: Practice direct vs indirect speech

35	Unit 8: Writing the first draft (pp. 65-67) 1. Write a conclusion paragraph 2. Explain a case of plagiarism (CK2, CC1, CC2, CC3, CCIT1)	<i>Writing a conclusion paragraph.</i>
36	Reading: Literature Text Level 5 1. Restate some statements selected from the story 2. Use signal phrases and transitions in their own sentences (CK1, CC2, CC3, CIP1)	<i>Interpreting</i> <i>Sentence transformation</i> <i>Completion</i>
37	Unit 9: In-text Citation (pp. 69-72) 1. Use the correct format of APA-style in-text citation 2. Use sources to enhance paper credibility 3. Decide whether to summarize, paraphrase or quote (CC1, CC2, CCIT1)	<i>In groups, compare in-text citations with reference lists.</i> <i>Practice paraphrasing and quoting</i> Worksheet 8: APA
38	Unit 9: In-text Citation (pp. 73-75) 1. Practice paraphrasing and quoting 2. Use APA in-text citations correctly (CC1, CC2)	<i>Paraphrasing</i> <i>Identifying</i>
39	Extended Citation and Referencing (CK2, CC1, CC2, CC3)	<i>Presentation</i> <i>Identifying</i> Plus Materials: Chap 1.8
40	Unit 10: Academic Language (pp. 76-79) 1. Select appropriate style and tone for academic work. 2. Refine own thesis statement 3. Make points stronger and more precise (CK2, CC1)	<i>Completion, Matching and Classification of words and phrases</i> <i>In pairs, revising a paragraph using appropriate academic language</i> <i>Worksheet 9: language for writing</i>
41	Extended Formal and Informal English Language 1. Identify formal and informal English vocabulary and structure 2. Use English vocabulary and structure in an appropriate setting (CK3)	<i>Presentation</i> <i>Choosing</i>
42	Unit 10: Academic Language (pp. 80-84) 1. Use hedging language to make claims and assertions more believable and accurate. 2. Avoid sexist and biased language (CK2, CK3, CC1)	<i>Identifying</i> <i>Presentation</i>
43	Extended Academic Language 1. Plus: Editing and improve the use of academic language (CK2, CC2, CC3)	<i>Plus Materials for reference: Chap 2.1</i>
44	Reading: Literature Text Level 5 1. Use quotations to support own arguments (CK1, CC2)	<i>In pairs, argue for or against a certain theme or behavior in the story</i> <i>Note: Test 3</i> Worksheet 10: Literature
45	Unit 11: Editing Your Paper (pp. 85-88) 1. Write the final draft of your research paper 2. Revise, proofread, and format the final draft (CC1, CC2, CC3, CC1T1, CIP1, CIP2)	<i>In pairs, edit partner's paper focusing on the APA style, correct grammar, structures, tone, and mechanics.</i>

46	Unit 11: Editing Your Paper (pp. 89-91) 1. Write an abstract (CC1, CC2, CC3)	<i>Writing</i>
47	Unit 12: Presenting Your Research (pp. 95-99) 1. Prepare a title page 2. Revise a reference list (CC1, CC2)	<i>Presentation Reviewing</i>
48	Unit 12: Oral Presentation of the Research Paper 1. Presentation skills 2. Improve the quality of the paper 3. Use the APA-style: format and referencing (CC1, CC2, CC3, CCIT1)	<i>Class presentations Questions, comments, and revisions</i>
49	Unit 12: Oral Presentation of the Research Paper 4. Presentation skills 5. Improve the quality of the paper 6. Use the APA-style: format and referencing (CC1, CC2, CC3, CCIT1)	<i>Class presentations Questions, comments, and revisions</i>
50	Reading: Literature Text Level 5 1. Identify the thesis statement of the story 2. Write a thesis statement to describe the main theme of a selected chapter 3. Guess the meaning from context (CK1, CIP1, CIP2) Review of the learning outcomes	<i>In groups of three, identify a thesis statement in the story and write a thesis statement Match the meanings with the vocabulary in the text</i>
Total Hours: 225 hours		

8. TEXTBOOKS AND REFERENCES

Readings are graded readers of classic literature selected according to the English skill level of the students. Therefore, the literature readings will vary from class to class depending on the class' skill level. Similarly, the number of readings is not restricted to three depending on the student's ability and the lecturer's expectations.

Textbooks

1. Zemach, D. E., Broudy, D. and Valvona, C. (2011). Writing Research Papers: from Essay to Research Paper. Oxford: MacMillan Publishers.

Literary Texts

1. Upon the lecturer's choices

Supplementary Materials and References

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2. Dollahite, N. E. and Haun, J. (2012). Source Work: Academic Writing from Sources (2nd ed.).
3. Lance, J. and Lange, E. (2012). Writing Clearly (6th ed.)
4. Manual of the American Psychological Association (6th ed.)
5. Bailey, S. (2011). Academic writing: A handbook for international students (3rd Ed.).



STATISTICS 1: FOUNDATIONS IN BUSINESS STATISTICS

STAT 111

COURSE SPECIFICATION



Mara Mong, PhD

Cambodia
Professor



Thath Rido

Cambodia
Associate Professor

1. AIM

This course aims to build a solid foundation of statistics to students without prior experience, so they can progress to study financial statistics and advanced inferential methods later in the course 'Quantitative methods for business and finance'. This course is meant to provide a first approach to the statistical method to support rational business decisions.

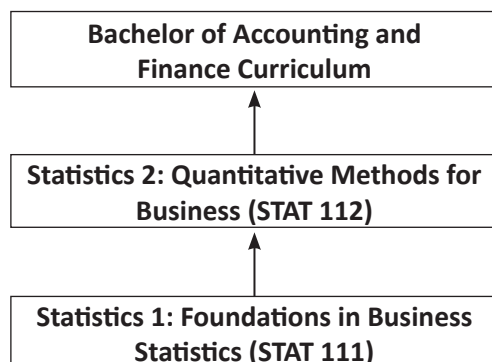
2. COURSE DESCRIPTION

This is an introductory course in statistics. The course mainly focuses on descriptive statistics and probability, which includes definition of statistics, type of variables and measurement levels of data, basic sampling techniques, presentation of data using frequency distributions and graphs, measures of central tendency, measures of variation, measures of position, probability, discrete probability distribution, and normal distribution. In addition to mathematics-based explanation, the course teaches how to use Excel/Google sheet to perform the analysis of data.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	60
Review :	16
Assignment :	48
Total Study Hours :	169

3. ROLE IN CURRICULUM



Statistics subject plays an important role in the students' BA program. It represents a foundation in statistical science and prepares the students to enhance their skills in "Quantitative methods for business", which will have an important impact on the comprehension of further subjects like Microeconomics, Macroeconomics, Finance and Management accounting.

Both Statistics and Quantitative Methods for Business are closely supported by the subject "Applied computer science" that provides the students with the familiarity of working with Excel.

Prerequisites

There are no specific prerequisites for this course as it provides the foundations on statistical science. However, the students should have a basic understanding of the mathematical concepts learned in high-school, including working with proportions, integrals, summations, factorials and simple algebra problem solving.

4. LEARNING OUTCOMES

Learning outcomes for this course cover the area of descriptive statistics and basic probability. On successful completion of this course, students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Describe the understanding of the introduction to statistics.
Understand	PK1	CK2	Explain data description using frequency distributions, graph presentations, numerical measures such as measures of central tendency, measures of variation, measures of position, and exploratory data analysis.
Understand	PK2	CK3	Explain how to solve certain types of probability-related problems.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC1	CC1	Perform descriptive statistical analysis of business-related data for decision-making.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use Excel and/or Google sheet to perform statistical analysis of data.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work individually and in a team to perform descriptive statistical analysis of data with a limitation.

5. TEACHING METHODS

This course is taught with a variety of teaching methods such as lecture, demonstration, questioning and discussion. Students will be assigned readings, homeworks, projects, and in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	All CK, CC1, CCIT1, CIP1	PK1, PCIT1
In-class tests	20%	All CK, CC1, CCIT1	PK1, PK2, PC1, PCIT1
Assignments	20%	CK1, CK2, CC1, CCIT1, CIP1	PK1, PK2, PC1, PCIT1, PIP1, PIP2
Midterm exam	25%	CK1, CK2, CC1, CCIT1	PK1, PK2, PCIT1
Final exam	25%	CK2, CK3, CC1, CCIT1	PK1, PK2, PCIT1
Total grading score	100%		

During the course there are two assignments:

Assignment 1 - Descriptive Statistics Analysis

Work Group	: Individual
Output format	: APA Format Report
Language	: Khmer (English allowed for non-Khmer speaking students)
Assignment	: Students will analyse and present descriptive statistics related to set of data

Assignment 2 - Descriptive Statistics Research

Work Group	: Group of three to five
Output format	: APA Format Report
Language	: English
Assignment	: Each group chooses a topic related to service, product, price and the like. They prepare a questionnaire to conduct a survey to obtain data, then apply their skill in descriptive statistics to organize and summarize the data. Finally, they submit a report on their findings.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to the course and overview of the course and requirements.	Lecture Discussion
2	Introduction and branches of statistics 1. Explain the definition of statistics and the reasons why to study it. (CK1) 2. Demonstrate knowledge of statistical terms and differentiate between the two branches of statistics. (CK1)	Lecture Demonstration Questioning Reading: Chapter 1 (Bluman, 2018, pp.1-5)
3	Variables and types of Data 1. Identify types of data. (CK1) 2. Identify the measurement level for each variable. (CK1)	Lecture Questioning Reading: Chapter 1 (Bluman, 2018, pp. 6-10)
4	Data collection and sampling techniques 1. Use basic sampling techniques in a survey. (CK1, CC1)	Lecture Demonstration Questioning Discussion Reading: Chapter 1 (Bluman, 2018, pp. 11-18, 33-40)
5	Organizing data 1. Organize data into frequency distribution. (CK2, CCIT1)	Lecture Demonstration Questioning (Bluman, 2018, pp. 41-56)
6	Graphic Presentation 1. Represent data in frequency distributions graphically using histograms, frequency polygons, and ogives. (CK2, CCIT1) 2. Describe the shapes of the distribution. (CK2)	Lecture Demonstration Questioning Reading: Chapter 2 (Bluman, 2018, pp. 57-73)
7	Other Types of Graphs 1. Represent data using bar graphs, Pareto charts. (CK2, CCIT1)	Lecture Questioning Demonstration Reading: Chapter 2 (Bluman, 2018, pp. 74-78)
8	Other types of graphs (Finished) 1. Create a time series graph, pie graphs, and stem-and-leaf plots. (CK2, CCIT1) 2. Summarize how data are organized and presented. (CK2, CC1, CCIT1)	Lecture Demonstration Questioning Discussion Reading: Chapter 2 (Bluman, 2018, pp. 78-108)

9	Measures of central tendency 1. Calculate the mean, median, mode and midrange of a dataset. (CK2, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 3 (Bluman, 2018, pp. 109-119)
10	Measures of central tendency 1. Estimate the mean of grouped data. (CK2, CCIT1) 2. Compute the weighted mean and geometric mean. (CK2, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 3 (Bluman, 2018, pp. 119-127)
11	Measures of variation 1. Calculate the variance and standard deviation of raw data and grouped data. (CK2, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 3 (Bluman, 2018, pp. 128-138)
12	The Use of standard deviation 1. Compute the coefficient of variation and skewness. (CK2, CCIT1) 2. Make use of standard deviation by Chebyshev's theorem and empirical (normal) rule. (CK2, CC1)	Lecture Demonstration Questioning Reading: Chapter 3 (Bluman, 2018, pp. 138-147)
13	Measures of position 1. Determine the measures of position such as z-score, percentiles, deciles, and quartiles. (CK2, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 3 (Bluman, 2018, pp. 148-167)
14	Exploratory data analysis (EDA) 1. Use boxplot and five-number summary to discover various aspects of data. (CK2, CCIT1) 2. Summarize numerical description of data. (CK2, CC1, CCIT1)	Lecture Demonstration Questioning Discussion Reading: Chapter 3 (Bluman, 2018, pp. 168-184)
15	Sample space and probability 1. Define some key terms for the introduction to probability. (CK3) 2. Compute classical probability and empirical probability. (CK3, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 4 (Bluman, 2018, pp. 185-200)
16	Addition Rules for Probability 1. Explain the concept of mutually exclusive events. (CK3) 2. Compute the probability of compound events using the addition rules. (CK3, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 4 (Bluman, 2018, pp. 201-212)
17	Multiplication rules and conditional probability 1. Explain the concept of dependent and independent events. (CK3) 2. Compute the probability of compound events using the multiplication rules and the conditional probability. (CK3, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 4 (Bluman, 2018, pp. 213-226)

18	Conditional probability and counting rules 1. Compute revised probability using Bayes' theorem. (CK3, CCIT1) 2. Compute the total number of outcomes using fundamental counting rule, permutation rule, and combination rule. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 4 (Bluman, 2018, pp. 227-241)
19	Counting rules 1. Solve the probability problems using the counting rules. (CK3, CCIT1) 2. Review probability. (CK3, CC1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> <i>Discussion</i> Reading: Chapter 4 (Bluman, 2018, pp. 242-264)
20	Probability distribution 1. Construct a probability distribution for a random variable. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 5 (Bluman, 2018, pp. 255-264)
21	Mean, variance, Standard Deviation, and Expectations 1. Compute the Mean, variance standard deviation, and expected value for a discrete random variable. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 5 (Bluman, 2018, pp. 265-275)
22	Binomial distribution 1. Calculate a binomial probability distribution. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 5 (Bluman, 2018, pp. 276-289)
23	Poisson distribution and hypergeometric distribution 1. Calculate Poisson probability distribution. (CK3, CCIT1) 2. Calculate a hypergeometric distribution. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 5 (Bluman, 2018, pp. 290-302)
24	Review discrete probability distributions. (CK3, CC1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> <i>Discussion</i> Reading: Chapter 5 (Bluman, 2018, pp. 303-309)
25	Normal distributions 1. Explain the properties of a normal distribution. (CK3) 2. Find the area under the standard normal distribution given various z values and vice versa. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 6 (Bluman, 2018, pp. 312-327)

26	Applications of normal distributions 1. Calculate probabilities for a normally distributed variable by transforming it into a standard normal variable. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 6 (Bluman, 2018, pp. 228-332)
27	Applications of the normal distribution 1. Calculate specific data values for given percentages, using the standard normal distribution. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 6 (Bluman, 2018, pp. 332-343)
28	Central limit theorem 1. Explain the central limit theorem. (CK3) 2. Use the central limit theorem to solve problems involving sample means for large samples. (CK3, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 6 (Bluman, 2018, pp. 353)
29	Normal approximation to the binomial distribution 1. Use the normal approximation to compute probabilities for a binomial variable. (CK3, CCIT1) 2. Review normal distribution (CK3, CC1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> <i>Discussion</i> Reading: Chapter 6 (Bluman, 2018, pp. 354-368)
30	General Review (All CK, CC1, CCIT1)	<i>Lecture</i> <i>Questioning</i> <i>Discussion</i>
	Guest Lecture (If any) The importance of statistics in auditing, finance, or accounting (CC1, CIP1) (This session may vary due to the availability of the guest.)	<i>Lecture</i> <i>Discussion</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Bluman, A. G. (2018). Elementary Statistics: A Step by Step Approach. New York: McGraw-Hill Education.

References

1. Lind, D. A., Marchal, W. G., & Wathen, M. (2012). Statistical Techniques in Business and Economics. USA, McGraw-Hill/Irwin.
2. Triola, M. F. (2014). Elementary Statistics. USA: Pearson Education, Inc.

STATISTICS 2: QUANTITATIVE METHODS FOR BUSINESS

STAT 112

COURSE SPECIFICATION



Mara Mong, PhD

Cambodia
Professor



Thath Rido

Cambodia
Associate Professor

1. AIM

Continuing from Statistics 1, this course aims to provide methods in inferential statistics to the students. Via the course, the students will obtain the skills and knowledge in statistical data analysis in real-life business and finance.

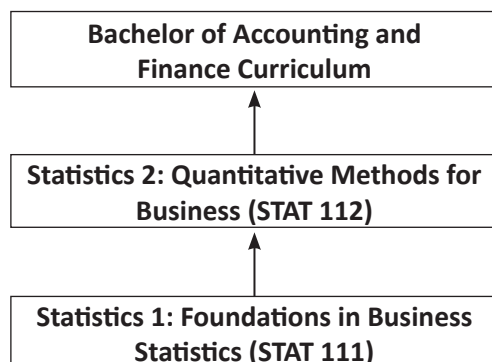
2. COURSE DESCRIPTION

The course covers the main topics in inferential statistics such as estimation, statistical hypothesis tests, correlation and simple linear regression analysis, and analysis of variance. In addition to mathematics-based explanation, the course teaches how to use Excel/Google spreadsheet to perform the analysis of data.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	60
Review :	16
Assignment :	48
Total Study Hours :	169

3. ROLE IN CURRICULUM



Statistics subject plays an important role in the students' BA program. It represents a foundation in statistical science and prepares the students to enhance their skills in "Quantitative methods for business", which will have an important impact on the comprehension of further subjects like Microeconomics, Macroeconomics, Finance and Management accounting.

Both Statistics and Quantitative Methods for Business are closely supported by the subject "Applied computer science" that provides the students with the familiarity of Excel.

Prerequisites

The students should have successfully finished Statistics 1 in order to achieve the goals projected for this course. It is also helpful for the students to be familiar with the use of Excel/Google spreadsheet.

4. LEARNING OUTCOMES

The learning outcomes of this course are centered into four basic areas: population parameter estimation, statistical hypothesis tests, correlation and linear regression, and analysis of variance (ANOVA). On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the methods in inferential statistics such as confidence intervals, statistical tests, simple linear correlation and regression, and ANOVA.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC1	CC1	Apply statistical analysis techniques in business-related research to some extent.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use Excel and/or Google sheet to perform statistical analysis of data.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work individually and in a team to perform statistical analysis of data with a limitation.

5. TEACHING METHODS

This course is taught with a variety of teaching methods such as lecture, demonstration, questioning and discussion. Students will be assigned readings, homeworks, projects, and in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CK1, CC1, CCIT1, CIP1	PK1, PK2, PCIT1
In-class tests	20%	CK1, CC1, CCIT1, CIP1	PK1, PK2, PCIT1
Assignments	20%	CK1, CK2, CC1, CCIT1, CIP1	PK1, PK2, PCIT1, PC1, PIP1
Midterm exam	25%	CK1, CCIT1	PK1, PK2, PCIT1
Final exam	25%	CK1, CC1, CCIT1, CIP1	PK1, PK2, PCIT1
Total grading score	100%		

There will be two assignments; one is the individual project and another is the group:

Assignment 1 - Confidence Intervals

- Work Group : Individual
- Output format : APA Format Report
- Language : Khmer (English allowed for non-Khmer speaking students)
- Assignment : Students individually choose a business-related topic, conduct a survey to obtain data, apply data analysis techniques including confidence intervals, and write a report on the findings.

Assignment 2 - Simple Linear Correlation and Regression

- Work Group : Group of three to six students
- Output format : APA Format Report
- Language : English
- Assignment : Student groups choose a business- or economic-related topic in simple linear correlation and regression, analyze the data and write a report on the findings

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to the course and overview of the course and requirements.	<i>Lecture</i> <i>Discussion</i>
2	Confidence Intervals for the mean 1. Find the confidence Interval for the mean when σ is known. (CK1, CCIT1) 2. Determine the minimum sample size for estimating population mean. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 7 (Bluman, 2018, pp.)
3	Confidence Intervals for the Mean 1. Describe the properties of t-distribution. (CK1, CCIT1) 2. Find the confidence interval for the mean when σ is unknown. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 7 (Bluman, 2018, pp. 383-389)
4	Confidence Intervals and Sample Size for Proportions 1. Calculate the confidence interval for a proportion. (CK1, CCIT1) 2. Calculate the minimum sample size for estimating the proportion. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 7 (Bluman, 2018, pp. 390-397)
5	Confidence Interval for Variances and Standard deviations 1. Describe the properties of chi-distribution. (CK1, CCIT1) 2. Calculate the confidence intervals for variances and standard deviations. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 7 (Bluman, 2018, pp. 399-405)
6	Review confidence interval and sample size 1. Demonstrate the calculations of confidence interval for mean, proportion, and variance/standard deviation and determination of sample size. (CK1, CK2, CC1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 7 (Bluman, 2018, pp. 406-412)
7	Introduction to hypothesis testing 1. Explain some key definitions used in hypothesis testing. (CK1) 2. State the null and alternative hypotheses. (CK1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 8 (Bluman, 2018, pp. 413-419)
8	Introduction to hypothesis testing 1. Determine the critical values for the z test. (CK1, CCIT1) 2. List five steps in the traditional method of hypothesis test. (CK1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 8 (Bluman, 2018, pp. 420-426)
9	One-sample z test for the mean 1. Perform z test for the mean when σ is known, using traditional method and P-value method. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 8 (Bluman, 2018, pp. 426-441)

10	One-sample t test for the mean and z test for the proportion 1. Perform the test for the mean when σ is unknown using t-test. (CK1, CCIT1) 2. Perform test for single proportion, using z test. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 8 (Bluman, 2018, pp. 442-460)
11	Chi-square test for the variance or standard deviation 1. Perform a test for single variance or standard deviation, using chi-square test. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 8 (Bluman, 2018, pp. 461-472)
12	Review one-sample test for the mean, proportion, variance/standard deviation. (CK1, CK2, CC1, CCIT1)	Lecture Questioning Discussion Reading: Chapter 8 (Bluman, 2018, pp. 479-486)
13	Testing the difference between two means 1. Explain the concept of independent samples. (CK1) 2. Perform the test for the difference between two means, using z test. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 9 (Bluman, 2018, pp. 487-499)
14	Testing the difference between two means 1. Perform the test for the difference between two means for independent samples, using t test. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 9 (Bluman, 2018, pp. 499-507)
15	Paired samples t test and testing the difference between proportions 1. Perform a test for the difference between two means for dependent samples. (CK1, CCIT1) 2. Perform the z test for the difference between two proportions. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 9 (Bluman, 2018, pp. 507-519)
16	Testing the difference between two variances 1. Describe the characteristics of F distribution. (CK1) 2. Perform the F test for the difference between two variances or standard deviations. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 9 (Bluman, 2018, pp. 519-538)
17	Review two-sample tests. (CK1, CK2, CC1, CCIT1)	Lecture Questioning Discussion Reading: Chapter 9 (Bluman, 2018, pp. 539-518)
18	Scatter plots and Pearson correlation coefficient 1. Create the scatter plot for two quantitative variables. (CK1, CCIT1) 2. Compute Pearson correlation coefficient. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 10 (Bluman, 2018, pp. 550-558)

19	Equation of the regression line 1. Test the significance of the correlation coefficient. (CK1, CCIT1) 2. Calculate the equation of the regression line. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 9 (Bluman, 2018, pp. 559-581)
20	Coefficient of determination and standard error of estimate 1. Create a residual plot to evaluate the goodness of the model. (CK1, CCIT1) 2. Calculate the coefficient of determination and the coefficient of non-determination. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 10 (Bluman, 2018, pp. 582-588)
21	Standard error of estimate and prediction interval 1. Calculate the standard error of the estimate. (CK1, CCIT1) 2. Compute and interpret the prediction interval. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 10 (Bluman, 2018, pp. 588-592)
22	Review simple linear correlation and regression. (CK1, CK2, CC1, CCIT1)	Lecture Questioning Discussion Reading: Chapter 10 (Bluman, 2018, pp. 602-607)
23	Goodness-of-fit test 1. Recall the characteristic of the chi-square distribution. (CK1) 2. Perform a chi-square goodness-of-fit test. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 11 (Bluman, 2018, pp. 609-616, 619-623)
24	Tests using contingency tables 1. Test two categorical variables for independence, using chi-square. (CK1, CCIT1) 2. Test the proportions for homogeneity, using chi-square. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 11 (Bluman, 2018, pp. 624-639)
25	Review chi-square test. (CK1, CK2, CC1, CCIT1)	Lecture Questioning Discussion Reading: Chapter 11 (Bluman, 2018, pp. 640-645)
26	One-way ANOVA 1. Explain the basic concept of ANOVA. (CK1) 2. Perform one-way ANOVA. (CK1, CCIT1)	Lecture Questioning Discussion Reading: Chapter 12 (Bluman, 2018, pp. 648-660)
27	Scheffé test and Tukey's HSD test 1. Perform post hoc tests: Scheffé and Tukey's HSD test to do pairwise comparisons of the means. (CK1, CCIT1)	Lecture Demonstration Questioning Reading: Chapter 12 (Bluman, 2018, pp. 660-665)

28	Two-way ANOVA with replication 1. State the hypotheses in two-way ANOVA with replication. (CK1) 2. Perform two-way ANOVA. (CK1, CCIT1)	<i>Lecture</i> <i>Demonstration</i> <i>Questioning</i> Reading: Chapter 12 (Bluman, 2018, pp. 665-678)
29	Review ANOVA. (CK1, CK2, CC1, CCIT1)	<i>Lecture</i> <i>Questioning</i> <i>Discussion</i> Reading: Chapter 12 (Bluman, 2018, pp. 679-687)
30	Overall Review (CK1, CK2, CC1, CCIT1, CIP1)	<i>Lecture</i> <i>Questioning</i> <i>Discussion</i>
	Guest Lecture (if any) The importance of statistics in auditing, finance, or accounting (CC1, CIP1) (This session may vary due to the availability of the guest.)	<i>Lecture</i> <i>Discussion</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Bluman, A. G. (2018). Elementary Statistics: A Step by Step Approach. New York: McGraw-Hill Education.

References

1. Lind, D. A., Marchal, W. G., & Wathen, M. (2012). Statistical Techniques in Business and Economics. USA, McGraw-Hill/Irwin.
2. Triola, M. F. (2014). Elementary Statistics. USA: Pearson Education, Inc

LEADERSHIP PHILOSOPHY

PHIL 111

COURSE SPECIFICATION



Martin Sviatko, PhD

Slovakia

Associate Professor

1. AIM

The aim of this course is to equip students with a profound understanding of leadership, its main functions and roles, and its implications on both public as well as private, profit-oriented organizations. The students will familiarize themselves with the underlying principles of leadership in context of organizational life. Apart from examining leadership in informal groups, the main focus of the course will be directed to leadership occurring in the context of organizational life, where organizations are defined as the socially coordinated units.

2. COURSE DESCRIPTION

Leadership philosophy starts with a brief overview of leadership occurring in the context of organizations providing a whole range of public services- nation-states. The course gradually shifts its attention to leadership which occurs in private and mostly profit-oriented organizations. And although leadership within organizations has been extensively analyzed only as of the 19th century, leadership ideas and principles have actually been practised at least since 6000 BC. Here, the work of the ancient philosophers (Socrates, Plato, Aristotle) will be revisited.

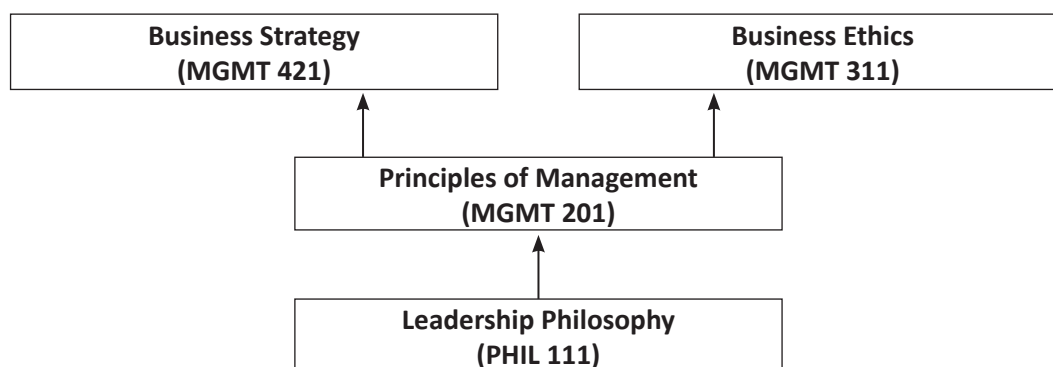
The course starts with the following narrative: Leadership is the process of influencing others to achieve group or organizational goals. The course will examine approaches of various authors, such as R. Cialdini, who offers six basic laws of influencing people – ranging from liking and reciprocity to authority and scarcity. In order to analyze leadership and influencing, D. Goleman suggests that apart from technical skills, leaders must be equipped with certain emotional skills. In addition, S. Covey also includes spiritual intelligence as an indispensable part of this art – the art of persuasion.

The second narrative of the course is this: Although leadership often emerges in the shape of a management function, and leadership may virtually overlap with the management at some point, leaders differ markedly from managers. The difference lies in the fact that leaders are concerned with doing the right thing, while managers are concerned with doing things right. Furthermore, if managers have a short-term focus and are primarily concerned with the status quo, leaders, by contrast, pursue long-term goals and often disrupt the existing status quo to move their organization forward. Inevitably, leaders initiate and implement change.

Thus, the course will analyze how successful internal change of the organization can be designed and executed by the persistent effort of the leaders

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	: 100
Reading	: 30
Review	: 30
Assignment	: 30
Leadership project	: 30
Total Study Hours	: 145

3. ROLE IN CURRICULUM

Prerequisites

There are no prerequisites for this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover the area of public administration and organizational change in the age of globalization. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Identify the key elements of the Trait theory of leadership.
Understand	PK1	CK2	Describe the key elements of the Behavioral theory of leadership.
Remember	PK2	CK3	Define how transformational leadership facilitates change in organizations.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC1	CC1	Analyze and discuss the means through which leaders organize their efforts in organizations.
Create	PC5	CC2	Develop their own leadership skills and qualities in organizations.
Apply	PK2	CK4	Illustrate how ethics shapes a leader's decision-making process.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Understand	PCIT4	CCIT1	Discuss and present ideas logically and persuasively.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP3	CIP1	Work effectively in a team.

5. TEACHING METHODS

This course is primarily lecture and assignment-based; assigned readings will support learning outcomes and serve as a reference to the material covered in the class. Additional emphasis is laid on class discussions. The teaching methodology will aim to promote critical thinking of students as well as their active participation in and outside their classroom settings. The students will have to show their understanding of the basic facts. The students' knowledge will be periodically reviewed by tests and quizzes. This course aims to introduce elements of a comparative and historical analysis, deductive reasoning, analysis of the cause-effect relation- the elements that are commonly utilized in leadership courses and other social science subjects. The course incorporates the principles of outcome-based education. In order to improve presentations skills of the students, as well as their teamwork, the course introduces group assignments. These serve as supportive sources of the study. There are two assignments.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	5%	CIP1	PIP3
Participation	5%	CC1, CC2, CC4	PIP3
In-class tests	10%	CK1, CK2, CK3, CK4, CC1, CC2	PC1
Assignments	30%	CCIT1, CIP1	PC1; PCIT4
Midterm exam	25%	CK1, CK2, CK3, CK4	PK1; PK2
Final exam	25%	CK2, CK3, CK4, CC1	PK1; PK2
Total grading score	100%		

*(20% for group assignment and presentation + 10% for Leadership Philosophy project)

Assignment 1 - Leadership Style Analysis

- Work Group : Group
- Output format : Power Point
- Language : English
- Assignment : This is an assignment, in which students are required to analyze leadership qualities and leadership styles of specific leaders. Students choose a well known leader they wish to analyze in line with the course.

Assignment 2 - Charity

Work Group	: Group
Output format	: Charity Activity, Digital documentation, video presentation
Language	: English
Assignment	: Each group will identify a marginalized community in need and create an effective strategy how to address the specific needs of the community. Students may address these needs by conducting their own charity activity, or they may address the needs by supporting an already existing charity or organization. Examples of their activities include collecting and disposing rubbish in a designated area, painting a school, teaching poor children to read, delivering school/study supplies to poor schools, raising money to support zoo animal care, etc.

7. STUDY PLAN

The study plan describes various learning outcomes for each lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Leadership Philosophy: Introduction 1. Describe the course learning outcomes and assessment 2. Outline Leadership Theories. (CK3).	<i>Lecture</i> Reading: Introduction to Leadership Philosophy – CamEd Leadership Philosophy Lecture Notes.
2	Leadership as Art 1. Group Assignment topics & Leadership Philosophy Project outline; Grading and Assessment Criteria 2. Analyze the principles of ethical leadership (CK4).	<i>Lecture</i> <i>Group brainstorming: Leadership Philosophy Project.</i> Reading: Manning, George – Curtis, Kent, <i>The Art of Leadership</i> , pp: 1-6.
3	The Importance of Leadership 1. Interpret the Trait theory of leadership (CK1).	<i>Lecture</i> <i>Discussion</i> <i>Quiz 1</i> Reading: Chapter 1: Leadership: How it works. CamEd Leadership Philosophy Lecture Notes.
4	Three types of Leaders. The Trait and Behavioral theories of leadership. 1. Interpret the Behavioral theory of leadership (CK2). Individual and Environmental factors of the leadership process. Caring Leadership 2. Apply the leadership skills of students in the organizational life. (CC2).	Reading: Manning, George – Curtis, Kent, <i>The Art of Leadership</i>, pp: 7-13. <i>Lecture</i> <i>Group brainstorming: The concept of caring leadership.</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 1-11.
5	Leadership in the political systems of Southeast Asia. 1. Interpret the Trait theory of leadership (CK1).	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 2: Leadership in Politics. CamEd Leadership Philosophy Lecture Notes.

6	Nation-state building process The power or Vision. Leadership styles: Autocratic, Democratic, Laissez-Faire, Bureaucratic Leadership. The principles of Charismatic Leadership. 1. Outline charismatic and transformational leadership (CK3). 2. Interpret role of the vision in effective leadership (CK3).	<i>Lecture</i> <i>Group brainstorming: What is vision?</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 12-24. <i>Manning, George – Curtis, Kent, The Art of Leadership</i> , pp: 15-29.
7	Organizations and Leadership 1. Analyze and discuss the means through which leaders organize their efforts across a broad range of business contexts (CC1).	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 3: Leadership in Business. CamEd Leadership Philosophy Lecture Notes.
8	Organizations, Strategy, Structure, Process. The Power of Vision 1. Extend the ethical aspects of the decision-making process and analyze the principles of ethical leadership (CK4).	<i>Lecture</i> <i>Group brainstorming: How Organizations work.</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 25-50.
9	Organizations and Leadership. Leadership & Management 1. Apply the leadership skills of students in the organizational life. (CC2).	<i>Lecture</i> <i>Group brainstorming: Differences between Leaders and Managers.</i> <i>Discussion</i> <i>Quiz 2</i> Reading: Chapter 3: Leadership in Business. CamEd Leadership Philosophy Lecture Notes.
10	CSR, Triple Bottom Line, Empowerment, Employee engagement. 1. Analyze and discuss the means through which leaders organize their efforts across a broad range of business contexts. (CC1).	<i>Lecture</i> <i>Discussion</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 51-63.
11	Leadership qualities 1. Outline how visionary leadership (that is, charismatic and transformational leadership) helps leaders achieve effective leadership.	<i>Lecture</i> <i>Group brainstorming: Leadership qualities.</i> Reading: Chapter 4: Leadership Qualities. CamEd Leadership Philosophy Lecture Notes.
12	Vision, Ability, Stability, Persistence, Self-Confidence, Enthusiasm, Vitality, Charisma, Integrity, Concern for others. 1. Apply the leadership skills of students in the organizational life. (CC2).	<i>Lecture</i> <i>Leadership qualities test: Individual assessment.</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 64-80.
13	Leadership qualities. 1. Apply the leadership skills of students in the organizational life. (CC2).	<i>Lecture</i> <i>Discussion</i> <i>Leadership qualities test: Self-confidence test.</i> Reading: Chapter 4: Leadership Qualities. CamEd Leadership Philosophy Lecture Notes.

14	Emotional Intelligence and emotional competencies. 1. Originate analysis, spreadsheets and output in a clear and professional Format and advance the communication skills of students (CCIT1).	<i>Lecture</i> <i>Midterm Exam Review</i> <i>Discussion</i> Reading: Manning, George – Curtis, Kent, The Art of Leadership, pp: 30-41.
15	Ethics. 1. Apply the leadership skills of students in the organizational life. (CC2).	<i>Lecture</i> <i>Midterm Exam Review</i> <i>Discussion</i> <i>Leadership qualities test: Integrity test.</i> Reading: Chapter 5: Leadership Ethics. CamEd Leadership Philosophy Lecture Notes.
16	Values, Ethics at Workplace. 1. Apply the leadership skills of students in the organizational life (CLO 4.2.2). 2. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students (CCIT1).	<i>Lecture</i> <i>Group brainstorming: Differences between Personality Character.</i> Reading: Manning, George – Curtis, Kent, The Art of Leadership, pp: 92-138. Covey, Stephen, The 8th Habit: From Effectiveness to Greatness, pp: 81-93.
17	Empowerment of People Effective Leadership 1. Apply the leadership skills of students in the organizational life (CC2). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments. (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> Reading: Chapter 6: Leadership and Empowerment. CamEd Leadership Philosophy Lecture Notes.
18	Leadership Authority, Workplace diversity, Empowerment in the Workplace, Delegation of Authority. 1. Originate analysis, spreadsheets and output in a clear and professional Format and advance the communication skills of students (CCIT1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Covey, Stephen, The 8th Habit: From Effectiveness to Greatness, pp: 97-123.
19	Leading Organizational Change. 1. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments.(CIP1).	<i>Lecture</i> <i>Quiz 3</i> <i>Discussion</i> Reading: Chapter 7: Leading Organizational Change 1. CamEd Leadership Philosophy Lecture Notes.
20	Planning the Change. 1. Analyze and discuss the means through which leaders organize their efforts across a broad range of business contexts. (CC1). 2. Apply the leadership skills of students in the organizational life (CC2).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Covey, Stephen, The 8th Habit: From Effectiveness to Greatness, pp: 126-145.
21	Implementing the Change. 1. Apply the leadership skills of students in the organizational life (CC2). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments. (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Chapter 8: Leading Organizational Change 2. CamEd Leadership Philosophy Lecture Notes.

22	Change modeling. 1. Apply the leadership skills of students in the organizational life (CC2). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments.(CIP1).	<i>Lecture</i> <i>Quiz 4</i> <i>Discussion</i> Reading: Cialdini, Robert, B, Harnessing the Science of Persuasion, Harvard Business Review, October 2001. pp: 72-75. Manning, George – Curtis, Kent, The Art of Leadership, pp: 227-243.
23	Diversity Challenge Understanding People Developing Others. 1. Originate analysis, spreadsheets and output in a clear and professional Format and advance the communication skills of students (CCIT1). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments.(CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Chapter 9: Understanding People. CamEd Leadership Philosophy Lecture Notes.
24	Human Behavior, The Art of Persuasion. 1. Outline how visionary leadership (that is, charismatic and transformational leadership) helps leaders achieve effective leadership (CK3). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments.(CIP1).	<i>Lecture</i> <i>Assignment Presentation</i> <i>Discussion</i> Reading: Cialdini, Robert, B, Harnessing the Science of Persuasion, Harvard Business Review, October 2001. pp: 76-79. Manning, George – Curtis, Kent, The Art of Leadership, pp: 244-256.
25	Leader as Teacher. 1. Extend the ethical aspects of the decision-making process and analyze the principles of ethical leadership (CK4). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments.(CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Chapter 10: Developing Others. CamEd Leadership Philosophy Lecture Notes.
26	Help people through Change. 1. Apply the leadership skills of students in the organizational life (CC2). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments. (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> <i>Leadership Project Assessment</i> Reading: Covey, Stephen, The 8th Habit: From Effectiveness to Greatness, pp: 146-160. Manning, George – Curtis, Kent, The Art of Leadership, pp: 316-339.
27	Ancient Philosophy. 1. Outline how visionary leadership (that is, charismatic and transformational leadership) helps leaders achieve effective leadership (CK3). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments. (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Chapter 11: Ancient Philosophy 1. CamEd Leadership Philosophy Lecture Notes.

28	Ethics, Morals and Ancient Philosophy in Europe 1. Extend the ethical aspects of the decision-making process and analyze the principles of ethical leadership (CK4). 2. Maximize the students' teamwork skill-set through performance, analysis and evaluations of the group assignments. (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Final Exam Review</i> <i>Discussion</i> <i>Leadership Project Assessment</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 161 – 185.
29	Ancient Philosophy. 1. Outline how visionary leadership (that is, charismatic and transformational leadership) helps leaders achieve effective leadership (CK3). 2. Extend the ethical aspects of the decision-making process and analyze the principles of ethical leadership (CK4).	<i>Lecture</i> <i>Final Exam Review</i> <i>Discussion</i> <i>Leadership Project Assessment</i> Reading: Chapter 12: Ancient Philosophy 2. CamEd Leadership Philosophy Lecture Notes.
30	Role of Values and Ancient Philosophy in Asia. 1. Apply the leadership skills of students in the organizational life (CC2).	<i>Lecture</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Covey, Stephen, <i>The 8th Habit: From Effectiveness to Greatness</i> , pp: 186-214.
Total Hours: 45 hours		

Time for midterm and final examinations is not included in the lecture hours above.

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Covey, Stephen, *The 8th Habit: From Effectiveness to Greatness*, Simon & Schuster, 2004.

References

1. Manning, George – Curtis, Kent, *The Art of Leadership*, McGraw-Hill International Edition, 2009.
2. Covey, Stephen, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, Free Press, 2004.
3. Gerber, James, *International Economics*, Pearson Education, 2005.
4. Kotter, John, P, *Leading Change*, Harvard Business School Press, 1996.
5. Kotter, John, P – Cohen, Dan, S, *The Heart of Change: Real Life Stories of how people change their organizations*, Harvard Business School Press, 2002.
6. Cialdini, Robert, B, *Harnessing the Science of Persuasion*, Harvard Business Review, October 2001.
7. Cummings, Thomas, G – Worley, Christopher, G, *Organization Development and Change*, South-Western College, 2014.
8. Goleman, Daniel, *Working with Emotional Intelligence*, Bantam, 2000.
9. Studwell, Joe, *How Asia Works: Success and Failure in the World's Most Dynamic Region*, Profile Books, Main Edition, 2014.
10. Kuan, Lee, Y, *The Singapore Story: Memoirs of Lee Kuan Yew*, Prentice Hall, 1998.

POLITICAL SCIENCE: THE COLD WAR AND ASIA

POLS 111

COURSE SPECIFICATION



Martin Sviatko, PhD

Slovakia

Associate Professor

1. AIM

The aim of the course is to equip students with the profound understanding of the Cold War and its implications on both international relations as well as on political systems of specific countries. The students will become familiar with the underlying principles of this conflict. Apart from political and historical analysis, the course will also focus on the economic implications of the Cold War.

To understand the forces that laid the foundation of the modern political system of the country is essential. Equally important is to understand the socio-economic factors that paved the way to World War I and World War II in general, and the Cold War in particular, as namely the Cold War was a conflict that spanned over the four decades. Therefore, the course will incorporate the findings of economics, sociology, social psychology, comparative politics, constitutional and international law, as well as geopolitics and geo-economics.

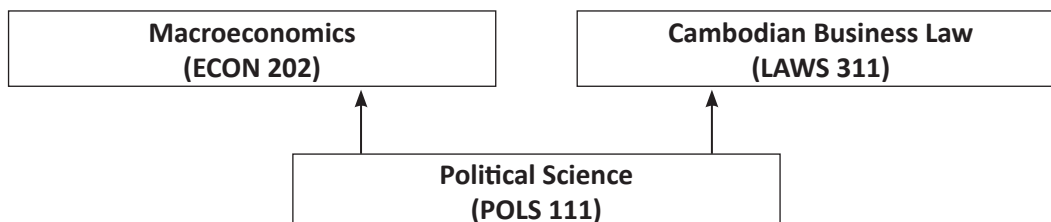
2. COURSE DESCRIPTION

The course starts with the overview of World War I and World War II, and the analysis of subsequent events that paved the way to the Cold War. The core of the course explains the conflict between superpowers from an Asian perspective. The special attention will be dedicated to understanding those factors that led to the foundation of Cambodia's modern political system, and further elaborating the impact of the Cold War on this system.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	: 100
Reading	: 30
Review	: 30
Assignment	: 30
Total Study Hours	: 145

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover the area of political science, history and international relations:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK4	CK2	Identify the key Cold War participants and their political and economic strategies.
Understand	PK1	CK4	Explain how the Cold War has shaped modern day Cambodia, Vietnam and China.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC5	CC1	Analyze events through empirical and comparative studies.
Apply	PK1	CK1	Interpret the origins of the Cold War.
Analyze	PK4	CK3	Contrast the ideological differences between the two superpowers.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Understand	PCIT4	CCIT1	Report analysis clearly and logically

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively in a team.

5. TEACHING METHODS

This course is primarily lecture and assignment-based; assigned readings will support learning outcomes and serve as a reference to the material covered in the class. Additional emphasis is laid on class discussions. The teaching methodology will aim to promote critical thinking of students as well as their active participation in and outside their classroom settings. The students will have to show their understanding of the basic facts. The students' knowledge will be periodically reviewed by tests and quizzes. This course aims to introduce elements of a comparative and historical analysis,

deductive reasoning, analysis of the cause-effect relation – the elements that are commonly utilized in social science subjects. The course incorporates the principles of outcome-based education. In order to improve presentations skills of the students, as well as their teamwork, the course introduces a group assignment. This serves as a supportive source of the study.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	5%	CIP1	PIP1
Participation	5%	CC1	PIP1
In-class tests	20%	CK1, CK2, CK3, CK4, CC1, CCIT1, CIP1	PC5
Assignment	20%	CK1, CK2, CK3, CK4, CC1, CCIT1, CIP1	PC5; PCIT4
Midterm exam	25%	CK1, CK2, CK3, CK4, CC1, CCIT1, CIP1	PK1; PK4
Final exam	25%	CK2, CK3, CK4, CC1	PK1; PK4
Total grading score	100%		

Assignment - Political science topic related to the Cold War.

- Work Group : Group
- Output format : Power Point
- Language : English
- Assignment : This is an assignment, in which students are required to analyze various political science topics related to the Cold War. Students either choose a historical event, such as conflict or they choose a specific historical character they wish to analyze in line with the course

7. STUDY PLAN

The study plan describes various learning outcomes for each lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Political Science : Introduction 1. Interpret the origins of the Cold War. (CK1)	<i>Lecture</i> Reading: Introduction to Political science – CamEd Political Science Lecture Notes.
2	Group Assignment topics; Grading and Assessment Criteria 1. Interpret the origins of the Cold War. (CK1) 2. Identify key Cold War participants and its political and economic strategies (CK2). 3. Describe how the Cold War shaped modern day Cambodia, Vietnam and China. (CK4)	<i>Lecture</i> <i>Pre-Cold War World.</i> Reading: Chapter 1: World War I. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 1- 3

3	Pre-Cold War World 1. Interpret the origins of the Cold War. (CK1). 2. Contrast the ideological differences between the two superpowers (CK3).	<i>Lecture</i> Reading: Chapter 1: World War I. CamEd Political Science Lecture Notes.
4	World War I 1. Interpret the origins of the Cold War. (CK1) 2. Identify key Cold War participants and its political and economic strategies (CK2).	<i>Lecture</i> <i>Discussion</i> <i>Quiz 1</i> Reading: History: 20th Century World, The Cold War, pp 4-10.
5	Root causes of World War I 1. Analyze the historical development through empirical and comparative studies (CC1)	<i>Lecture</i> Reading: Chapter 1: World War I. CamEd Political Science Lecture Notes.
6	Nationalism, Imperialism, Alliances, Militarism 1. Analyze the historical development through empirical and comparative studies (CC1)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 1: World War I. CamEd Political Science Lecture Notes.
7	Great Depression 1. Analyze the historical development through empirical and comparative studies (CC1)	<i>Lecture</i> <i>Group brainstorming: The Great Depression.</i> Reading: History: 20th Century World, The Cold War, pp 11-15.
8	Root causes of World War II; Rise of Ideologies 1. Interpret the origins of the Cold War. (CK1). 2. Identify key Cold War participants and its political and economic strategies (CK2).	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 2: World War II. CamEd Political Science Lecture Notes.
9	World War II in Europe and Africa 1. Analyze the historical development through empirical and comparative studies (CC1)	<i>Lecture</i> <i>Group brainstorming: World War II.</i> Reading: History: 20th Century World, The Cold War, pp 16-25.
10	Post-war order in Europe 1. Identify key Cold War participants and its political and economic strategies (CK2).	<i>Lecture</i> <i>Discussion</i> <i>Quiz 2.</i> Reading: Chapter 2: World War II. CamEd Political Science Lecture Notes.
11	World War II in Asia-Pacific 1. Identify key Cold War participants and its political and economic strategies (CK2).	<i>Lecture</i> <i>Discussion</i> Reading: Reading: Chapter 2: World War II. CamEd Political Science Lecture Notes.
12	World War II conferences ; 1. Interpret the origins of the Cold War. (CK1). 2. Contrast the ideological differences between the two superpowers (CK3).	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 3: Political power. CamEd Political Science Lecture Notes.
13	Cold War in Europe 1. Contrast the ideological differences between the two superpowers (CK3).	<i>Lecture</i> <i>Group brainstorming: Cold War begins.</i> Reading: Chapter 3: Political power. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 26-40.

14	Containment Theory 1. Explore the means through which the nation-states organize their efforts during the Cold War (CC1)	<i>Lecture</i> <i>Midterm Exam Review</i> <i>Discussion</i> Reading: Chapter 4: Stalinism. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 41-55.
15	Cold War in Asia 1. Explore the means through which the nation-states organize their efforts during the Cold War (CC1) 2. Analyze the historical development through empirical and comparative studies. (CC1).	<i>Lecture</i> <i>Midterm Exam Review</i> <i>Discussion</i> Reading: Chapter 5-6: Geopolitical games, Crimes & Punishment. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 56-70.
16	Korean War; Domino theory 1. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CC1T).	<i>Lecture</i> <i>Group brainstorming:Korean War.</i> Reading: Chapter 7-8: From Kennan to Korean War, Korean War. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 71-85.
17	Communism in China 1. Analyze the historical development through empirical and comparative studies (CC1).	<i>Lecture</i> <i>Discussion</i> <i>Group Assignment Presentation</i> Reading: Chapter 9: China – The Red Dragon I. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 86-100.
18	People's Republic of China 1. Identify key Cold War participants and its political and economic strategies (CK2).	<i>Lecture</i> <i>Group brainstorming:People's Republic of China</i> <i>Discussion</i> <i>Group Assignment Presentation</i> Reading: Chapter 9: China – The Red Dragon I. CamEd Political Science Lecture Notes.
19	China and Cold War 1. Analyze the historical development through empirical and comparative studies (CC1).	Reading: Chapter 10: China – The Red Dragon II. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 101-120.
20	International relations between China, Cambodia, Vietnam 1. Identify key Cold War participants and its political and economic strategies (CK2). 2. Explore the means through which the nation-states organize their efforts during the Cold War (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Quiz 3</i> Reading: Chapter 11-12: Arms Race, Vietnam War 1. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 121-135.

21	Arms Race and Mutual Assured Destruction 1. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Group Assignment Presentation</i> Reading: Chapter 11: The Arms Race. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 136-150.
22	Weapons of Mass destructions 1. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Chapter 11: The Arms Race. CamEd Political Science Lecture Notes.
23	First Indochina War 1. Identify key Cold War participants and its political and economic strategies (CK2). 2. Explore the means through which the nation-states organize their efforts during the Cold War (CC1)	<i>Lecture</i> <i>Group Assignment Presentation</i> Reading: Chapter 12-13: Vietnam War I - Vietnam War II. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 151-170.
24	Impact of the First Indochina War on Cambodia; Kingdom of Cambodia 1. Explore the means through which the nation-states organize their efforts during the Cold War (CC1) 2. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Quiz 4</i> Reading: Chapter 12-13: Vietnam War I - Vietnam War II. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 171-185.
25	Second Indochina war Kingdom of Cambodia; Democratic Kampuchea; People's Republic of Kampuchea 1. Analyze the historical development through empirical and comparative studies. (CC1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Discussion</i> Reading: Chapter 13: Vietnam War II. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 186-200.
26	Second Indochina war Kingdom of Cambodia; Democratic Kampuchea; People's Republic of Kampuchea) 1. Communicate effectively among team members (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> Reading: Chapter 14: Cambodia and The Cold War. CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 201-215.
27	The fall of Democratic Kampuchea 1. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Chapter 14: Cambodia and the Cold War. CamEd Political Science Lecture Notes.

28	The fall of Khmer Rouge movement; 1. People's Republic of Kampuchea 2. Communicate effectively among team members (CIP1).	<i>Lecture</i> <i>Group Assignment Presentation</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Chapter 14: Cambodia and the Cold War. CamEd Political Science Lecture Notes.
29	The end of the Cold War Post-Cold War order. 1. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Chapter 15: The End of Cold War CamEd Political Science Lecture Notes. Reading: History: 20th Century World, The Cold War, pp 216-230.
30	Asia and the Post-Cold War order. 1. Communicate effectively among team members. (CIP1). 2. Originate analysis, spreadsheets and output in a clear and professional format and advance the communication skills of students. (CCIT1).	<i>Lecture</i> <i>Final Exam Review</i> <i>Discussion</i> Reading: Chapter 15: The End of Cold War CamEd Political Science Lecture Notes.
Total Hours: 45 hours		

Time for midterm and final examinations is not included in the lecture hours above

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Roger, Kelly & Thomas, Jo, History: 20th Century World, The Cold War, Pearson, 2008.

References

1. Westad, Odd Arne, The Global Cold War: Third World Interventions and Making of Our Times, Cambridge University Press, 2007.
2. Westad, Odd Arne, et al, The Third Indochina War: Conflict between China, Vietnam and Cambodia 1972-1979, Routledge, 2006.
3. Becker, Elizabeth, When the War was Over: Cambodia and the Khmer Rouge Revolution, Public Affairs, 1998.
4. Hayton, Bill, The South China Sea: The Struggle for Power in Asia, Yale University Press, The first Edition. 2014.
5. Ros, Chantrabot, Khmer Republic, CamEd Business School, 2017.
6. Studwell, Joe, How Asia Works: Success and Failure in the World's Most Dynamic Region, Profile Books, Main Edition, 2014.

MARKETING

MKTG 101

COURSE SPECIFICATION



H.E. Kanora Chhan, MBA
Cambodia / Australia
Assistant Professor



Veung Chandara
Cambodia
Lecturer

1. AIM

This course introduces marketing as a disciplined and rigorous managerial process. It provides students with a framework they can use to analyse business opportunities and to develop the appropriate marketing strategies to exploit those opportunities or to grow existing businesses.

2. COURSE DESCRIPTION

This course teaches what marketing is, how marketing strategy is integrated into the overall strategy on an organisation, how consumers and businesses make buying decisions and how the elements of the marketing mix are pulled together to deliver value to the customer.

The key overarching objective, however, is to help students develop the analytical, critical thinking, communication and teamwork skills that are critical for corporate as well as entrepreneurial careers.

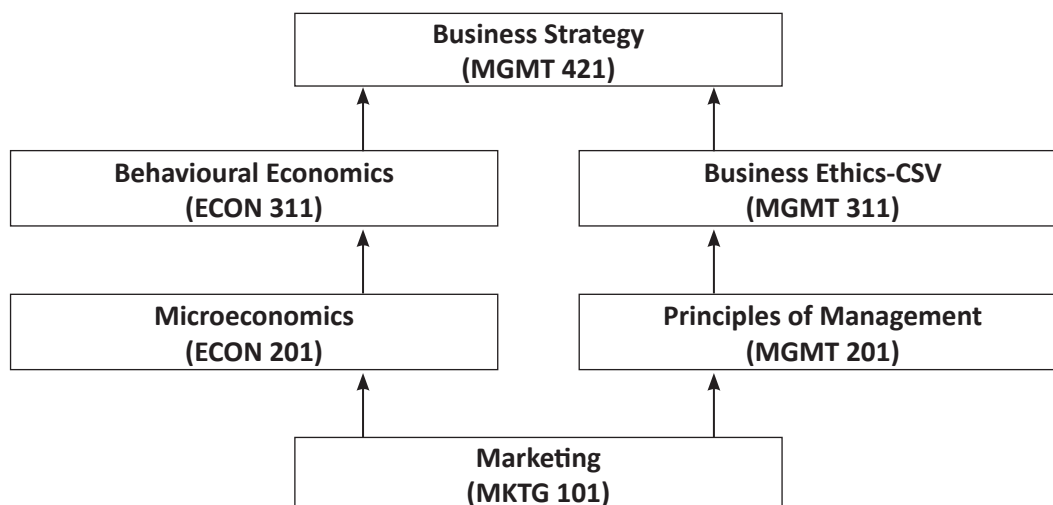
Working in teams, students will gain hands-on experience in evaluating new business ideas and relatively new business ventures by analysing pitches made by entrepreneurs to potential investors.

The business pitches are analysed from a marketing/financial/ business standpoint (the matter) and in terms of the manner and method in which the ideas are pitched.

Credits: 3

	<u>Hours</u>	
Lecturer Hours	:	45
Self-Study Hours	:	
Reading/video viewing	:	40 (186 pages & 3 videos of 20 minutes each)
Review	:	25 (two live case studies, one major live case study)
Assignment	:	25 (one 15-minute video, desk research, analysis, team discussion, writing)
Total Study Hours	:	135

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course.

4. LEARNING OUTCOMES

On successful completion of this course, students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Identify relevant design (product and process), sustainability, and ethical concerns associated with marketing planning, implementation, control, and evaluation.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PIP1	CC1	Analyse and discuss the means through which firms organise their marketing efforts across a broad range of business contexts;
Apply	PIP1	CC2	Use qualitative and quantitative techniques to help marketing managers understand value from the perspectives of target markets whose perceptions and preferences vary;
Evaluate	PIP1	CC3	Assess the marketing, sales, delivery, and customer service and their integration with other business functions (e.g. accounting, finance, operations) to create, capture, deliver, and sustain value across markets their organization serves.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PICT4	CCIT1	Present ideas logically and persuasively.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Work effectively in a team. Work in a team to analyse and report on a business pitch.

5. TEACHING METHODS

This course uses lectures/discussions and assignments; assigned readings will support learning and serve as a reference to material covered in class. During class, a varying (but at least 50%) percentage of the class will be devoted to the lecture/discussion with the balance of the class devoted to students' team presentations followed by Q&A. Throughout the semester, some class time will be used for in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	15%	CCIT2	PICT4, PIP1, PIP2
In-class tests	24%	CK1	PK1, PIP1
Assignments	25%	CC1, CC2, CC3, CCIT2, CIP1	PICT4, PIP1, PIP2
Midterm exam	18%	CK1, CC1, CC2, CC3	PK1, PICT4, PIP1
Final exam	18%	CC1, CC2, CC3, CCIT1	PK1, PICT4, PIP1
Final exam	25%	CK2, CK3, CK4, CC1	PK1; PK2
Total grading score	100%		

During the course, there is at least one assignment.

Besides the business pitch analysis described below, students are required to undertake tasks that are related to real-life marketing, e.g. analysing organisations or industries, using conceptual and analytical frameworks taught during the course. These additional tasks could be assigned as group or individual assignments.

Business Pitch Analysis

- Work Group : Group
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : There will be one assignment done in groups although students are individually graded. Teams of 4 choose one successful (or unsuccessful) pitch from one of the episodes of Dragons Den UK (seasons 1 to 16) which are watchable and downloadable from youtube. They analyse the pitch, the performance of the entrepreneur(s) and the investors using the framework shown in the Lecture Notes, research the company, assess the demand for the product and draw conclusions about the viability, sustainability and profitability of the business. Each team presents its analysis in an oral presentation of around 20 minutes.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Marketing - Describe the course learning outcomes and assessment - Define marketing, appreciate its critical role in an organisation and identify all the steps in the marketing process. (CC1) - Discover the importance of understanding customers and the marketplace, and identify the five core marketplace concepts. (CC1)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 1 - Managing Profitable Customer Relationships
2	Argument Mapping - Business Pitch Analysis - Implement argument mapping as a conceptual tool to analyse/structure arguments found in business situations. (CC2)	<i>Group Analysis of a business pitch</i> <i>Group work on argument mapping</i> Reading: Argument Mapping Business Pitch Analysis (refer to lecture notes)
3	Model of Marketing Process Identify and develop the key elements of a customer-driven marketing strategy and discuss the marketing management orientations that guide marketing strategy. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how the marketing process applies to a local live case study</i> Reading: Chapter 1 - Managing Profitable Customer Relationships Kotler, Kartajaya & Setiawan, Ch. 4 Scott, Ch. 1 & 2
4	The Marketing Process and the new Marketing Landscape - Discuss customer relationship management, and identify strategies for creating value for customers and capturing value from customers in return. (CC3) - Identify the major trends and forces that are changing the marketing landscape in this age of relationships. (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how the marketing process applies to a local live case study</i> Reading: Chapter 1 - Managing Profitable Customer Relationships Kotler, Kartajaya & Setiawan, Ch. 4 Scott, Ch. 1 & 2
5	Company & Marketing Strategy - Explain companywide strategic planning and its four steps. (CC3) - Discuss how to design business portfolios and develop growth strategies. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how the strategic planning is practiced in a local live case study</i> Reading: Chapter 2 – Strategic and Marketing Planning, pp. 39- 57 The Marketing Plan, by Chernev, Ch. 2 & Appendix A

6	Company & Marketing Strategy 1. Explain marketing's role under strategic planning and how marketing works with its partners to create and deliver customer value. (CC3) 2. Identify and develop the elements of a customer-driven marketing strategy and mix, and the forces that influence it. (CC3)	Lecture Discussion Group work on how the strategic planning is practiced in a local live case study Reading: Chapter 2 – Managing the Marketing Effort and Return on Marketing, pp. 59-63, Chernev, Ch. 3
7	Company & Marketing Strategy 1. Identify the marketing management functions, including the elements of a marketing plan, and discuss the importance of measuring and managing return on marketing investment. (CC1)	Lecture Discussion Business Pitch Analysis Presentation no. 1 Reading: Chapter 2 – Managing the Marketing Effort and Return on Marketing, pp. 59-63, Chernev, Ch. 3
8	In-class test review	In-class test review
9	In-Class Test no. 1	Business Pitch Analysis Presentation no. 2
10	Marketing Research 1. Discover the importance of information in gaining insights about the marketplace and customers. (CC1) 2. Define the marketing information system and discuss its components. (CC1) 3. Identify the steps in the marketing research process. (CC2)	Lecture Discussion Group work on how the Marketing Research process is practiced in a local live case study Reading: Chapter 4 – Marketing Information & Customer Insights pp. 105-125
11	Marketing Research 1. Explain how companies analyze and use marketing information. (CC2)	Lecture Discussion Business Pitch Analysis Presentation no. 3 Reading: Chapter 4 - Managing Marketing Information, pp. 125-131
12	Connecting with Consumers 1. Define the consumer market and construct a simple model of consumer buyer behavior. (CC1)	Lecture Discussion Group work on how the simple model of consumer buyer behavior is used in a local live case study Reading: Chapter 5 – Consumer Buyer Behaviour
13	Connecting with Consumers 1. Identify the four major factors that influence consumer buyer behavior. (CC1) 2. Recognise the major types of buying decision behavior and stages in the buyer decision process. (CC1)	Lecture Discussion Business Pitch Analysis Presentation no. 4 Reading: Chapter 5 – Consumer Buyer Behaviour
14	Review	Review for Mid-Term exam
15	Connecting with Customers 1. Define the business market and explain how business markets differ from consumer markets. (CC1) 2. Identify the major factors that influence business buyer behavior. (CC1) 3. Follow the steps in the business buying decision process. (CC1)	Lecture Discussion Business Pitch Analysis Presentation no. 5 Reading: Chapter 6 – Business Buyer Behaviour

16	Marketing Strategy 1. Develop the four major steps in designing a customer-driven marketing strategy: market segmentation, market targeting, differentiation, and positioning. (CC3) 2. List and discuss the major bases for segmenting consumer and business markets. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how a customer-driven Marketing strategy is developed in a local live case study</i> Reading: Chapter 7 - Creating Customer Value, Satisfaction and Loyalty, pp. 209-229
17	Marketing Strategy 1. Explain how companies identify attractive market segments and choose a market targeting strategy. (CC3) 2. Discuss how companies differentiate and position their products for maximum competitive advantage. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 6</i> Reading: Chapter 7 - Creating Customer Value, Satisfaction and loyalty, pp. 229-236
18	Products, Services & Branding 1. Define product and the three levels of product. (CC1) 2. Recognise the four characteristics that affect the marketing of a service and the additional marketing considerations that services require. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how the three levels of product are applied in a local live case study</i> Reading: Chapter 8 - Products, Product Decisions, Services Marketing, pp. 247-272
19	Products, Services & Branding 1. Describe the decisions companies make regarding their individual products and services, product lines, and product mixes. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 7</i> Reading: Chapter 8 - Products, Product Decisions, Services Marketing, pp. 247-272
20	Products, Services & Branding 1. Discuss branding strategy—the decisions companies make in building and managing their brands. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how branding strategy is developed in a local live case study</i> Reading: Chapter 8 - Products, Product Decisions, Services Marketing, pp. 247-272
21	Pricing 1. Answer the question “what is price?” and discuss the importance of pricing in today’s fast changing environment. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 8 & 9</i> Reading: Chapter 10 – Understanding & Capturing Customer Value, pp 320 - 335
22	Pricing 1. Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies when setting prices. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how pricing strategy is developed in a local live case study.</i> Reading: Chapter 10 – Understanding & Capturing Customer Value, pp 320 - 335

23	Pricing 1. Identify and define the other important external and internal factors affecting a firm's pricing decisions. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 10</i> <i>In-class test Review</i> Reading: Chapter 10 – Understanding & Capturing Customer Value, pp 320 - 335
24	Pricing 1. Apply break-even and contribution margin analyses to set prices and assess financial viability of pricing decisions. (CC2)	<i>Group work on several Marketing Arithmetic problems in the Pricing area.</i> Reading: Chapter 10 – Understanding & Capturing Customer Value, pp 320 – 335 In- class test no. 2
25	Distribution 1. Explain why companies use marketing channels and discuss the functions these channels perform. (CC1) 2. Discuss how channel members interact and how they organize to perform the work of the channel. (CC1) 3. Identify the major channel alternatives open to a company. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 11</i> Reading: Chapter 12 – Marketing Channels, pp 375-384
26	Communicating Customer Value 1. Identify the five promotion mix tools for communicating customer value. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group work on how IMC is practiced in a local live case study.</i> Reading: Chapter 14 – Integrated Marketing Communications (IMC), pp 450- 469
27	Communicating Customer Value 1. Discuss the changing communications landscape and the need for integrated marketing communications. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Business Pitch Analysis</i> <i>Presentation no. 12</i> Reading: Chapter 14 – Integrated Marketing Communications (IMC), pp 450-469, Scott, Ch. 4 & 8
28	Business Pitch Analysis Presentations (CCIT1, CIP1)	<i>Business Pitch Analysis Presentations no. 13, 14 &15</i>
29	Communicating Customer Value 1. Follow the communication process and the steps in developing effective marketing communications. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>In-Class Test no. 3</i> Reading: Chapter 14 – Integrated Marketing Communications (IMC), pp 450- 469
30	Review	<i>Review</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Kotler, P. et al. Principles of Marketing: An Asian Perspective. 4th ed. Pearson. 2017.

References

1. Kotler, P. Kartajaya, H. Setawan, I. Marketing 4.0, Wiley, 2017
2. Chernev, A. The Marketing Plan Handbook, 4th ed., Cerebellum Press, 2014
3. Scott, David M., The New Rules of Marketing and P.R., 6th ed, Wiley, 2017

INTRODUCTION TO COMPUTER SCIENCE

COSC 101

COURSE SPECIFICATION



Sethserey Sam, PhD

Cambodia

Professor

1. AIM

This course aims to give students a foundation in information technology systems and applications that are commonly used in business settings and have broad application in business. The professional roles of bachelor of accounting and finance graduates will require the use of information technology to optimize business processes, monitor business processes and output, and conduct analysis for decision making. This course aims not to teach specific applications, but to introduce students to the elements of information technology and information technology management that are common to most businesses. These elements are management information systems, spreadsheets, BI (Business Intelligence).

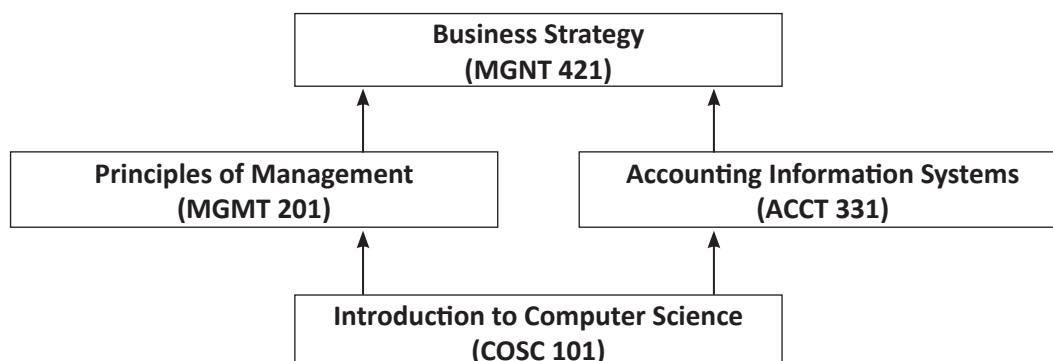
2. COURSE DESCRIPTION

First, students study the Fundamentals of Computer Science and Information Technology. Second, students will study a spreadsheet application which is a most effective tool for solving numerical problems and creating business statements. Third, students will study database management and core software applications for SMEs and large enterprises. Fourth, students will study a new technology called BI (Business Intelligence) applications which are used for developing top management reports.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	10
Review :	14
Assignment :	10
Total Study Hours :	75

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course. However, students should have a basic understanding of Excel, Windows and computer functions. Students must bring a laptop to each class. Student laptops must have Excel 2013 and Access 2013, or later versions.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main areas: quantitative problem solving with spreadsheets, management information systems, and enabling technologies. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK3	Explain application models, database functions and database design.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC5	CC1	Evaluate general business problems to identify assumptions and decision making constraints.
Create	PK2	CK1	Outline Computer Architecture, IT and IS role in organizations.
Apply	PK1	CK2	Demonstrate the terminology, screen components and the most commonly used functions offered by Microsoft Excel.
Create	PK1	CK4	Outline the current trends in technology and emerging technologies.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use computers safer, smoothly and efficiently.
Apply	PCIT2	CCIT2	Use Excel to conduct statistical operations and analysis of data for purposes of forecasting, simulation and scenario analysis, model, solve for constrained optimization and operation processes.

Apply	PCIT2	CCIT3	Present forecasts, spreadsheets and output thereof in a clearer and professional format.
Create	PCIT3	CCIT4	Develop top management reports and Dashboard using Microsoft Access.
Apply	PCIT2	CCIT5	Use Power BI to dynamically and interactively visualize the business content

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

None

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class for working on case studies and problem sets and reviewing the solutions.

Hands-on use of information technology occurs at three points: use of spreadsheets for problem solving, design of a simple database, and creation of a website.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CCIT3, CCIT4, CCIT5, CCIT6, CCIT7	PPCIT2, PPCIT3
In-class tests	30%	CCIT3, CCIT4, CCIT5, CCIT6, CCIT7	PPCIT2, PPCIT3
Midterm exam	20%	CCIT3, CCIT4, CCIT5,	PPCIT2, PPCIT3
Final exam	30%	All CCIT, CC1	PPCIT2, PPCIT3, PC5
Total grading score	100%		

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students..

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Computer Architecture 1. Highlight the components of computer system (CK1)	<i>Lecture</i> Reading: Selected Reading
2	Computer Architecture 1. Outline the computer hardware, software and the concepts of computer safety (CK1, CCIT1)	<i>Lecture</i> Reading: Selected Reading

3	Excel: Getting Start 1. Demonstrate and practice with the terminology, screen components of Microsoft Excel (CK2)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 3-44
4	Working with data and excel table 1. Practice with the most commonly used functions offered by Microsoft Excel (CK2, CCIT2)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 45-75
5	Working with data and excel table 1. Practice with the most commonly used functions offered by Microsoft Excel (CK2, CCIT2)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 45-75
6	Excel: Advanced Excel formulas 1. Practice with the most commonly used functions offered by Microsoft Excel (CK2, CCIT2, CCIT3)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 76-94
7	Excel: Advanced Excel formulas 1. Practice with the most commonly used functions offered by Microsoft Excel (CK2, CCIT2, CCIT3)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 76-94
8	Excel: Creating charts and graphs 1. Present forecasts, spreadsheets and output thereof in a clearer and more professional format (CCIT4, CCIT5)	Lecture Practice Quiz Reading: Microsoft Excel 2013 Step by Step, pp 245 – 261
9	Excel: Filtering, data grouping, data validation 1. Use spreadsheets to model business or operational processes more effectively (CK2, CCIT2, CCIT3)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 145-153
10	Excel: Data combination & Consolidation Techniques 1. Use spreadsheets to model business or operational processes more effectively (CK2, CCIT2, CCIT3)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 195-209
11	Excel: Using PivotTables and Pivot Charts 1. Present forecasts, spreadsheets and output thereof in a clearer and more professional format (CCIT4, CCIT5)	Lecture Practice Reading: Microsoft Excel 2013 Step by Step, pp 298-326
12	Excel: VLOOKUP & HLOOKUP 1. Use spreadsheets to model and solve for constrained optimization more effectively (CK2, CCIT2, CCIT3)	Lecture Quiz Reading: Selected Readings
13	Access: Introduction Database and MS Access 1. Understand the concepts of database and the component of MS Access. (CK3, CCIT6)	Lecture Practice Reading: Reading: MS Access 2016, Pp 1-3
14	Access: Creating Table 1. Analyze and Create tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 4-17

15	Creating Relationship 1. Analyze and Create relationships between tables in MS. Access (CK3, CCIT6)	Lecture Quiz Reading: MS Access 2016, Pp 17-20
16	Access: Creating Query 1. Create queries to retrieve information from tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 23-48
17	Access: Creating Query 1. Create queries to retrieve information from tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 23-48
18	Access: Creating Query 1. Create queries to retrieve information from tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 23-48
19	Access: Creating Form 1. Create form to retrieve/insert information from/to the tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 49-67
20	Access: Creating Form 1. Create form to retrieve/insert information from/to the tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 49-67
21	Access: Creating Form 1. Create form to retrieve/insert information from/to the tables in MS. Access (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 49-67
22	Access: Creating Report 1. Create a design report by retrieving information from the tables in MS. Access. (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 68-83
23	Access: Creating Report 1. Create a design report by retrieving information from the tables in MS. Access. (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 68-83
24	Access: Macro 1. Create a Macro to access Form, report and query from a single interface. (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 84-88
25	Access: Macro 1. Create a Macro to access Form, report and query from a single interface. (CK3, CCIT6)	Lecture Practice Reading: MS Access 2016, Pp 84-88
26	BI: Introduction and BI Architecture 1. Understand the structure of Power BI and its concept. (CK4, CC1, CCIT7)	Lecture Practice Reading: Selected Reading (https://docs.microsoft.com/en-us/power-bi/guided-learning/)
27	BI: Data Analysis with pivot table 1. Building pivot table using Power BI. (CK4, CCIT7)	Lecture Practice Reading: Selected Reading (https://docs.microsoft.com/en-us/power-bi/guided-learning/)
28	BI: Data Analysis with pivot table 1. Building interactive and dynamic graphic charts from pivot tables using Power BI. (CK4, CCIT7)	Practice Reading: Selected Reading (https://docs.microsoft.com/en-us/power-bi/guided-learning/)

29	BI: Power View and Creating Dashboard 1. Generate online report and manage the content using Power BI. (CK4, CCIT7)	<i>Practice</i> Reading: Selected Reading (https://docs.microsoft.com/en-us/power-bi/guided-learning/)
30	BI: Power View and Creating Dashboard 1. Generate online report and manage the content using Power BI. (CK4, CCIT7)	<i>Practice</i> Reading: Selected Reading (https://docs.microsoft.com/en-us/power-bi/guided-learning/)
Total Hours: 45 hours		

Time for the midterm and final examination is not included in the lecture hours above.

8. TEXTBOOKS AND REFERENCES

Readings are graded readers of classic literature selected according to the English skill level of the students. Therefore, the literature readings will vary from class to class depending on the class' skill level. Similarly, the number of readings is not restricted to three depending on the student's ability and the lecturer's expectations

Textbooks

1. Laurie Ulrich Fuller, Ken Cook, Access 2016 for Dummies, 2015
2. Frye, Curtis, Microsoft Excel 2013 Step by Step, Microsoft Press, 2014
3. Dan Clark, Beginning Power BI with Excel 2013, 2014

References

1. June Jamrich Parsons, David W. Beskeen, Carol M. Cram, Jennifer Duffy, Lisa Friedrichsen, illustrated Computer Concepts and Microsoft Office 365 & Office 2016, 2016
2. Alberto Ferrari, Analyzing Data with Power BI and Power Pivot for Excel (Business Skills), 2017

POLITICAL ECONOMY OF MODERN ASIAN DEVELOPMENT

HIST 151

COURSE SPECIFICATION



Pat Michael Beck II

USA

Lecturer

1. AIM

The aim of this course is to understand how political and economic systems in Cambodia, Southeast Asia, and East Asia have developed over time, and to provide a theoretical foundation of economic and political concepts that will be used in future classes. Throughout the course, students are expected to become familiar with approximately 50 economic terms and concepts included in section 8.1 of this document that will be used in future courses.

Students should note how modern economic and business relationships relate to historical events and how those events have shaped today's economic and political environment. The course will rely heavily on real world case studies where students will apply the theoretical concepts we will cover in the course and demonstrate their ability to think critically, creatively, and strategically with limited guidance. Students are expected to go beyond the obvious for their submitted work and presentations. Students will be introduced to online databases and practice data manipulation using digital tools.

The technical skills gained during this course will be directly applicable to future academic and career success, and the knowledge gained will help form a solid foundation for appraising both the local and global business climate from a strategic perspective. Further, students will be expected to weigh the moral and ethical consequences of development to be better informed citizens, business colleagues, neighbors, and family members in society.

2. COURSE DESCRIPTION

Political economy is a broad interdisciplinary field of study and will be the main lens through which we explore the topic of development in Asia. The course will provide an overview of the theoretical foundations of developmental models used to explain the rapid development of Asia in the post-WWII era, and we will dive deeper into the particulars of Asian development by examining case studies of different nation-states and regional organizations to empirically apply theory to real world scenarios.

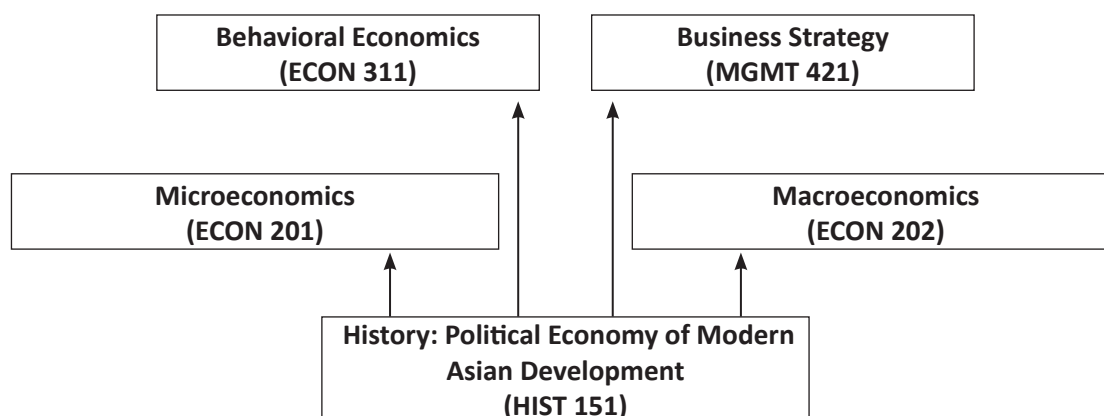
Although not limited to economic growth, this course will focus on many of economic concepts that have helped or hindered development in Asia such as the role of the state and the market, production and distribution, trade policy and cooperation, property rights and trust, market liberalization and the

investment climate, labor policies and mobility, and market failures and the environment. Students are expected to attend sessions regularly, participate frequently in group discussions and in online forums, and to be actively engaged with the course content. Further, students will be expected to demonstrate proficiency in using digital tools and basic numeracy when creating reports and when delivering presentations.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	:
Reading	: 15-25 (depending on English reading skills)
Review	: 10
Assignment	: 40 (including weekly participation and main project)
Total Study Hours	: 110-120

3. ROLE IN CURRICULUM



History 151 will make students familiar with concepts used in ECON 201, ECON 202, ECON 311, and MGMT 431. In addition, the course will help students to practice English writing and hone their presentation, teamwork, and communication skills that will be of benefit to most other courses in the curriculum progression.

Prerequisites

There are no prerequisites for this course, outside of an advanced intermediate level of English and basic algebraic math skills.

4. LEARNING OUTCOMES

On successful completion of this course, students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK2	CK2	Identify context dependent development outcomes
Understand	PK4	CK4	Describe how markets functions and how nations develop
Remember	PK1	CK1	Define economic terminology and commonly used abbreviations as well as foundational theoretical concepts

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC5	CC5	Apply development theory to real world scenarios via case studies
Analyze	PC5	CC5	Analyze the concepts of globalism, capitalism, development, and regionalism

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PCIT1	CCIT1	Analyze economic datasets and data derived from texts
Create	PCIT2 PCIT4	CCIT2 CCIT4	Create a written report and digital presentation to share findings from case studies in small groups and in an oral presentation utilizing technological tools

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Create	PIP2	CIP2	Create a group report while working in a small team
Evaluate	PIP1	CIP1	Evaluate the group position on a normative approach to development

5. TEACHING METHODS

This course will be comprised of lectures, breakout group sessions, group assignments, individual participation, case studies, and online forums. The main topic for each week will be introduced at the beginning of each session before lecture. Each lecture will be focused on a set of assigned readings and focus on theoretical knowledge and/or the real world application of concepts previously covered in the form of data presentation and case studies. Most course sections will then have a breakout session where groups discuss the implications of the lecture and apply the concepts to produce a coherent summary of findings to be delivered to the entire course in the form of an oral presentation and/or via written participation in a course discussion forum. Occasionally, the entire session will be devoted to building practical skills and learning how to engage effectively with IT tools. Each week will conclude with a review and evaluation of the understanding of the presented topic. Both the written assignments and required presentations will expect the students to go beyond the obvious and provide a judgment, based on data, about the applicability and/or usefulness of the weekly topic in helping to explain the benefits and constraints of different environmental factors to businesses and development.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance and Participation	20%	CK1, CK2, CK4, CCIT1, CCIT 4	PK1, PK2, PK4, PCIT 1, PCIT 4

Quizzes	15%	CK11, CK2, CK4	PK1, PK2, PK4
Assignment and Presentations	35%	CK1, CK2, CK4, CCIT1, CCIT4, CIP2, CC1, CC5	PK1, PK2, PK4, PCIT1, PCIT4, PIP2, CC1, PC5
Midterm exam	15%	CK1, CK2, CK4, CCIT1, CCIT4	PK1, PK2, PK4, PCIT1, PCIT4
Final exam	15%	CK1, CK2, CK4, CCIT1, CCIT4	PK1, PK2, PK4, PCIT1, PCIT4
Total grading score	100%		

6.1 Attendance – (5% of total grade)

6.2 Course Participation – Online Discussion Forums (10% of total grade)

- Work Group : Group
- Output format : Text, digital forums
- Language : English
- Assignment : Students are required to contribute to a series of questions, prompts, and discussions on an ongoing basis throughout the term. The submissions should be written using professional business language and grammar. The submissions should demonstrate both an ongoing understanding of the course content and the ability to interact with the thoughts and ideas of course peers. The prior portion of the assessment will focus on the ability to identify and summarize main ideas from weekly readings and to write them in a coherent manner while citing real world examples of the concepts. The latter portion of the assessment will focus on the soft skills necessary to reply to others in a professional manner, and when disagreements arise, the ability to promote one's perspective to other students in a logical, collegial, and constructive manner.

6.3 Group Participation – Peer Review (5% of total grade)

- Work Group : Group
- Output format : Digital Form
- Language : English
- Assignment : Students will provide an anonymous peer review of fellow students in their working groups throughout the term.

6.4 Quizzes - (15% of total grade)

- Work Group : Individual
- Output format : Digital Quiz
- Language : English
- Assignment : Quizzes will be given periodically throughout the course to grade student comprehension of the terms and concepts covered in the weekly readings.

6.5 Assignment – Country Business Climate Report (15% of total grade)

- Work Group : Group
- Output format : G-Doc
- Language : English

Assignment : Teams will create a professional report (including an executive summary) that analyzes the business climate of a nation or region covered in the course. Utilize course terminology and use measurable data to create an argument for policies that will foster development via the creation of a more favorable business climate for both the private and public sector. Demonstrate an understanding of how your recommended policies will affect business strategy.

6.6 Presentation 1 – Country Business Climate Report–Presentation (10% of total grade)

Work Group : Group

Output format : Slide deck and Live/Video presentation

Language : English

Assignment : Teams will record themselves delivering their business climate report to an audience. The submission must include the slides used in the presentation, any appendixes with data referenced in the presentation, a bibliography of source material, and a video (shot in one take) of the presentation.

6.7 Presentation 2 – Popular Video (10% of total grade)

Work Group : Group

Output format : Video

Language : English

Assignment : Teams will record a video summarizing their findings for viewing by the general public. This video should have the goal of disseminating the knowledge gained in the course to others. Each member of the team should have an approximately equal share of the video length. Try to make the content entertaining and informative.

7. STUDY PLAN

HIST 151 will have two, 1.5 hr. sessions per week for a total of 45 contact hours. Each week will cover a different theme related to development in Asia. Weekly readings and related files will be available in a shared Google Classroom with files organized into weekly folders. The weekly readings are to be completed before the start of the week to ensure students are prepared for course activities.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1-2	Introduction 1. Course introduction and expectations 2. Define political economy (CK1) 3. Define economic concepts: GDP, necessary & sufficient conditions, real vs. nominal, normative vs positive, theory vs. empirics, rationality, incentives (CK1) 4. Discussion: What is development? Why are property rights and information so important for markets? (CK2, CK4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forums Google Docs</i> <i>Weekly Readings</i>

3-4	The Role of the State in Markets 1. Define economic concepts: value, markets, externalities, efficiency, market failure, information asymmetries (CK1) 2. Describe the logic of market efficiency (CK2) 3. Analyze a market in Asia (CCIT 1) 4. Discussion: Take a position on the prompt- To boost development, the state should have a larger role in the economy. (CK4, CCIT4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
5-6	Economic Sectors, Development Typologies, and Economic Modelling 1. Define economic concepts: factors of production, economic sectors, types of economic models (CK1) 2. Identify different development strategies (CK1) 3. Create a basic economic model (CC1) 4. Discussion: Is GDP a good measure of development? If not, what could replace or supplement GDP? (CK4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Google Docs</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
7-8	Asian Development Models: Theory and Empirics 1. Identify and analyze the most common development models in Asia (CK1) 2. Evaluate which models were/are used in different Asian countries (CC1) 3. Discussion: Which model has proven most effective at producing growth? What are the limitations of that model? (CK4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
9-10	Databases, Economic Indicators, Applied Digital Tools 1. Comprehension Checkup: Formative Exam 2. List a series of reputable online data sources (CK1) 3. Demonstrate proficiency navigating digital tools (CCIT 1) 4. Extract and format data for presentation (CCIT2) 5. Online forum: present data that tests your model from week 3 (CCIT4)	Formative Exam <i>Database Presentation</i> <i>Live Walk-through of Data</i> <i>Harvesting Breakout Rooms</i> <i>Online Forum – submission Weekly</i> <i>Readings</i> <i>Google Docs - Team formation</i>
11-12	Asian Economic Regionalism & The Middle Income Trap 1. Define economic concepts: game theory, middle income trap, multilateralism vs bilateralism (CK1) 2. List political and economic regional institutions in Asia (CK1) 3. Discussion: How can nations avoid the middle income trap? What are the implications for Asian development models because of the middle income trap? (CCIT1)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Team</i> <i>Exercise</i> <i>Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
13-14	Asian Trade Patterns: Trade as Development Strategy 1. Define economic concepts: balance of trade, foreign reserves, tariffs and quotas (CK1) 2. Evaluate the Asian ‘noodle bowl’ trade model (CC1) 3. Discussion: Choose an industry within a specific nation that has been hurt by trade and analyze how the overall gains from trade can be used to compensate that industry. (CC5)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Team</i> <i>Exercise</i> <i>Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>

15-16	The Role of Institutions 1. Define economic concepts: institutions, transaction costs, principle-agent problems (CK1) 2. Discussion: Choose an important institution in a given nation and explain how it affects development. (CCIT4)	Assignment 3 – due <i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
17-18	Mid-Term Week 2. Concept check 3. Review Session 2. Mid-term Exam	<i>Mid-Term Exam</i> <i>Polling</i> <i>In-Class Review Q&A</i> <i>Breakout Rooms</i> <i>Team Workshop</i>
19-20	Factors of Production – Labor and Mobility 1. Define economic concepts: balance of payments, hot money flows, arbitrage, brain gain and brain drain (CK1) 2. List and evaluate reasons for economic migration and issues for both sending and host nations (CK4) 3. Discussion: What makes labor and capital mobility so different? Is a homogenous approach of both capital and labor a useful way to evaluate economic policies? (CCIT4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
21-22	Global Value Chains and Intergovernmental Organizations 1. Define economic concepts: supply chains, GVCs, IGOs, vertical integration (CK1) 2. Explain the difference between supply chains and value chains (CK2) 3. Discussion: What is meant by ‘Factory Asia’? Is this a sustainable development strategy for Asia? (CK4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Team</i> <i>Exercise</i> <i>Polling</i> <i>Online Discussion Forum</i> <i>Weekly Readings</i>
23-24	Free Trade Agreements and Market Liberalization 1. Define economic concepts: FTAs, infant industry, liberalization, the law of one price (CK1) 2. Discussion: When is protectionism beneficial for an economy? Are there parts of the Washington consensus that are incompatible with the Beijing consensus? (CK4)	<i>Powerpoint</i> <i>Breakout</i> <i>Rooms Team</i> <i>Workshop</i> <i>Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>
25-26	Investment Factors: Environmental, Social, and Corporate Governance & Sustainable Development 1. Define economic concepts: ESG, sustainability, circular economy, triple bottom line (CK1) 2. Analyze how the rise of ESG has affected Asian Development (CK2) 3. Discussion: Pick an Asian business that integrates ESG principles into their business model and describe the effects on the business and its competitors. (CK4)	Assignment 4 – due <i>Powerpoint</i> <i>Breakout</i> <i>Rooms Polling</i> <i>Online Discussion</i> <i>Forum Weekly</i> <i>Readings</i>

27-28	Group Presentations 1. In-class presentations (CCIT1) 2. Online Q &A forum – address peer questions (CCIT4)	Assignment 5 – due Assignment 2 – due (after presentations) <i>Oral</i> <i>Presentations</i> <i>Online Forum</i>
29-30	Final Week 1. Concept check (CK1, CK2) 2. Review Session 3. Assignment 6 workshop and in-class discussion (CCIT 1, CCIT4) 4. Final Exam	Final Exam Assignment 6 – due Polling <i>In-Class Review Q&A</i>
Total Hours: 110-120 hours		

8. TEXTBOOKS AND REFERENCES

Textbook: Carroll, T., Hameiri, S., & Jones, L. (2020). The Political Economy of Southeast Asia: Politics and Uneven Development under Hyperglobalisation (Studies in the Political Economy of Public Policy) (4th ed. 2020 ed.). Palgrave Macmillan. [Recommended reading]

Textbook: Ed. Roberts, J., Hite, A., & Chorev, N. (2015). The Globalization and Development Reader – Perspectives on Development and Global Change. (2nd ed. 2015 ed.) Wiley Blackwell [Recommended reading with excerpts required for weekly content]

Students are expected to complete the required weekly readings by accessing the shared Google Classroom for the course. A list of additional recommended readings are included for those wishing to further their understanding of a given weekly topic. All case studies and PPT slides will be included in the Google Classroom and are required material.

FINANCIAL ACCOUNTING 1

ACCT 211

COURSE SPECIFICATION



Edman Padilla Flores, MBA, CPA
Philippines
Lecturer



Lee Siang Hi, MSc, CPA
Malaysia
Lecturer

1. AIM

To develop knowledge and understanding of the underlying principles and concepts relating to Maintaining Financial Records and technical proficiency in the use of double-entry accounting techniques.

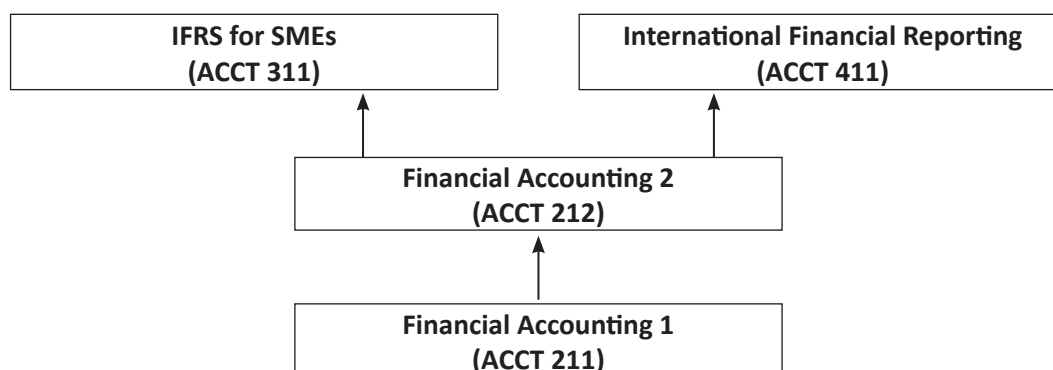
2. COURSE DESCRIPTION

Financial Accounting 1 introduces the candidate to the fundamentals of Maintaining Financial Records, explaining its context and purpose with reference to accounts preparation. The course then concentrates in depth on the double-entry system and on recording, processing, and reporting business transactions and events, including the specific accounting for fixed assets. The course then covers the use of the extended trial balance and how to identify and correct errors, including the reconciliation of the control accounts, and the posting of period end adjustments. The course also covers the preparation of final accounts for sole traders and for partnerships.

Credits: 5

	<u>Hours</u>	
Lecturer Hours	:	75
Self-Study Hours	:	
Reading	:	52 (Reading textbook, Kaplan Study Text, Chapter 1 to 18, 298 pages)
Practice	:	48 (Practice MCQ, Kaplan Exam Kit, 475 questions)
Assignment	:	50 (research, writing, video production)
	:	150 (Interview, research, analysis and writing of Final Assignment)
Total Study Hours	:	225

3. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite for this courses.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain generally accepted accounting principles and concepts and outline the principles and process of basic bookkeeping.
Remember	PK1	CK2	Define inventory, non-current assets, accruals, prepayments and partnerships.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC7	CC1	Prepare journals, ledger accounts, trial balance and basic financial statements for sole traders and partnerships.
Analyze	PC7	CC2	Calculate accruals, prepayments, sales tax, discounts, irrecoverable debts and allowance for receivables, cost of goods sold, closing inventory value, depreciation and gains or losses on disposal of non-current assets.
Apply	PC7	CC3	Perform reconciliation of control accounts and the total of the list of balances, bank reconciliation, and correct accounting errors.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use Excel and PowerPoint for preparation of reports, statements, accounts and presentations.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

4.4.1 Participate in a team to resolve accounting issues.

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Participate in a team to resolve accounting issues.

5. TEACHING METHODS

Teaching methods may include:

- Group Work
- Homework and assignment
- Tests and examinations
- Discussion, reflection, and reaction
- Didactic questioning

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CK1, CK2, CC1, CC2, CC3, CCIT1 & CIP1	PK1, PC7, PCIT2 & PIP1
In-class tests	20%	CK1, CK2, CC1, CC2 & CC3	PK1 & PC7
Assignment	20%	CK1, CCIT1 & CIP1	PK1, PCIT2 & PIP1
Midterm exam	20%	CK1, CC1, CC2 & CC3	PK1 & PC7
Final exam	30%	CK1, CK2, CC1, CC2 & CC3	PK1 & PC7
Total grading score	100%		

During the course there is one assignment:

Financial Reporting in Practice Assignment

- Work Group : Group
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : Students will work in groups of 3-5 to document the accounting and financial reporting process of a medium to large size business or organization. The assignment requires meetings, interviews and site visits to the target business or organization.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should

be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	The nature of business transactions and the accounting equation 1. Describe the nature of business transactions. (CK1) 2. Apply the accounting equation. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Demonstration of the accounting equation</i> <i>Group problem on the accounting equation</i> Reading: Chapter 1
2	Double entry bookkeeping and the elements of financial statements 1. Explain the basis of double entry bookkeeping. (CK1) 2. Distinguish between assets, liabilities, capital, revenue and expenses (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on double entry bookkeeping</i> Reading: Chapter 1
3	Recording transactions 1. Prepare journal entries to record transactions (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on recording transactions</i> Reading: Chapter 1
4	Preparing ledger accounts 1. Prepare ledger accounts. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on preparing ledger accounts</i> <i>Exam practice</i> Reading: Chapter 1
5	Accounting for sales tax 1. Explain the general principles of the operation of a sales tax. (CK1) 2. Calculate sales tax on inputs and outputs. (CC2) 3. Record the consequent accounting entries and calculate the sales tax due to/from the business. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on calculating and recording sales tax</i> <i>Exam practice</i> Reading: Chapter 1
6	Books of prime entry 1 1. Record sales and purchases in the books of prime entry. (CC1)	<i>Review test covering Chapter 1</i> <i>Lecture</i> <i>Discussion</i> <i>Group activity on preparation of sales day book and purchase day book</i> Reading: Chapter 2
7	Books of prime entry 2 1. Record receipts and payments in the books of prime entry. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on preparation of cash receipts book and cash payments book</i> Reading: Chapter 2
8	Books of prime entry 3 1. Account for trade and settlement discounts. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on calculation of trade and settlement discounts</i> <i>Exam practice</i> Reading: Chapter 2

9	Posting transactions and balancing accounts 1 1. Explain the purpose and use of ledger accounts. (CK1) 2. Post journals and other entries into the appropriate ledger account. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on posting transactions to ledger accounts</i> Reading: Chapter 2
10	Posting transactions and balancing accounts 2 1. Balance the ledger accounts carrying down and bringing down balances as appropriate. (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on balancing ledger accounts</i> Reading: Chapter 2
11	The trial balance 1. Explain the purpose of the trial balance. (CK1) 2. Identify the limitations of the trial balance. (CK1) 3. Prepare the initial trial balance. (CC1)	<i>Review test covering Chapter 2</i> <i>Lecture</i> <i>Discussion</i> <i>Group activity on preparing trial balance</i> Reading: Chapter 3
12	Types of error in double entry 1. Identify different types of bookkeeping errors including those that result in suspense accounts. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on identifying the types of bookkeeping errors</i> Reading: Chapter 3
13	Correction of errors 1 1. Identify and explain the action required to correct errors including clearing any suspense accounts. (CC3) 2. Prepare correcting journal entries. (CC3)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 3
14	Correction of errors 2 1. Record correcting entries in the ledgers. (CC3) 2. Demonstrate how the final accounts are affected by the correction of errors. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Exam practice</i> Reading: Chapter 3
15	Introduction to final accounts 1. Explain the format and purpose of the statement of profit or loss 2. Explain the format and purpose of the statement of financial position 3. Identify the users of final accounts and their needs	<i>Lecture</i> <i>Discussion</i> <i>Exam Practice</i> Reading: Chapter 4
16	Basic framework of accounting 1. Explain the principles of accounting. (CK1) 2. Explain the qualitative characteristics of financial information. (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on identifying the qualitative characteristics at issue</i> <i>Exam practice</i> Reading: Chapter 5
17	Bank reconciliation 1 1. Explain the purpose of reconciliation between the bank ledger account and the corresponding bank statement. (CK1) 2. Identify errors and omissions in the bank ledger account and bank statement. (CC3) 3. Identify timing differences. (CC3)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 9

18	Bank reconciliation 2 1. Prepare the reconciliation between the bank statement balance and the corrected bank ledger account. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on bank reconciliation</i> Reading: Chapter 9
19	Bank reconciliation 3 1. Make the correcting entries in the bank ledger account. (CC3) 2. Identify the bank balance to be reported in the final accounts. (CC3)	<i>Lecture</i> <i>Discussion</i> <i>Exam practice</i> Reading: Chapter 9
20	Accruals and prepayments 1 1. Define accruals and prepayments. (CK2) 2. Apply the matching concept to accruals and prepayments. (CK1) 3. Identify and calculate the adjustments needed for accruals when preparing financial statements. (CC2) 4. Prepare the journal entries and ledger entries for the creation of an accrual. (CC1)	<i>Review test covering Chapter 9</i> <i>Lecture</i> <i>Discussion</i> <i>Group activity on accruals</i> Reading: Chapter 10
21	Accruals and prepayments 2 1. Identify and calculate the adjustments needed for prepayments when preparing financial statements. (CC2) 2. Prepare the journal entries and ledger entries for the creation of a prepayment. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on prepayments</i> Reading: Chapter 10
22	Accruals and prepayments 3 1. Identify the impact on profit, net assets and capital of accruals and prepayments. (CC1) 2. Report accruals and prepayments in the final accounts. (CC1)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 10
23	Provisions 1. Explain the nature of provisions. (CK1) 2. Account for provisions. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Exam practice</i> Reading: Chapter 13
24	Irrecoverable debts and allowances 1 1. Prepare the bookkeeping entries to write off an irrecoverable debt. (CC1) 2. Record an irrecoverable debt recovered. (CC1) 3. Identify the impact of irrecoverable debts on the statement of profit or loss and on the statement of financial position. (CC1)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 11
25	Irrecoverable debts and allowances 2 1. Calculate the movement in the allowance for receivables and the closing balance. (CC2) 2. Prepare the bookkeeping entries to create and adjust an allowance for receivables. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on calculating allowance for receivables and irrecoverable debt expense</i> Reading: Chapter 11
26	Irrecoverable debts and allowances 3 1. Illustrate how to include movements in the allowance for receivables in the statement of profit or loss and how the closing balance of the allowance should be reported in the statement of financial position. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Exam practice</i> Reading: Chapter 11

27	Irrecoverable debts and allowances 3 1. Illustrate how to include movements in the allowance for receivables in the statement of profit or loss and how the closing balance of the allowance should be reported in the statement of financial position. (CC1)	Lecture Discussion Exam practice Reading: Chapter 11
28	Cost of goods sold and inventories 1 1. Define inventory. (CK2) 2. Explain and apply the IAS 2 requirements for valuing inventories. (CC2) 3. Recognise which costs should be included when valuing inventories. (CC2) 4. Explain the use of continuous and period end inventory records. (CK1)	Review test covering Chapter 11 Lecture Discussion Group activity on calculating gross profit Reading: Chapter 12
29	Cost of goods sold and inventories 2 1. Calculate the value of closing inventory and cost of goods sold using FIFO (first in, first out) and AVCO (average cost)- both periodic weighted average and continuous weighted average. (CC2)	Lecture Discussion Group activity on calculating cost of sales and closing inventory value Reading: Chapter 12
30	Cost of goods sold and inventories 3 1. Identify the impact of inventory valuation methods on profit, assets and capital. (CC1) 2. Report inventory in the final accounts. (CC1)	Lecture Discussion Exam practice Reading: Chapter 12
31	Non-current assets and depreciation 1 1. Define non-current assets. (CK2) 2. Prepare journal and ledger entries to record the acquisition of non-current assets. (CC1)	Review test covering Chapter 12 Lecture Discussion Reading: Chapter 7
32	Non-current assets and depreciation 2 1. Explain the purpose of depreciation. (CK1) 2. Calculate the charge for depreciation using straight line and reducing balance methods. (CC2)	Lecture Discussion Group activity on calculating depreciation Reading: Chapter 7
33	Non-current assets and depreciation 3 1. Illustrate how the depreciation expense and accumulated depreciation are recorded in ledger accounts. (CC1) 2. Report non-current assets and depreciation in the final accounts. (CC1)	Lecture Discussion Demonstration of financial statement presentation for non-current assets and depreciation expense Reading: Chapter 7
34	Non-current assets and depreciation 4 1. Calculate profits or losses on disposal of non-current assets in the statement of profit or loss. (CC2) 2. Prepare journal and ledger entries to record the disposal of non-current assets. (CC1) 3. Explain the purpose and function of an asset register. (CK1)	Lecture Discussion Group activity on accounting for disposal of non-current assets Exam practice Reading: Chapter 7
35	Preparation of final accounts for sole traders 1 1. Explain the process of preparing a set of final accounts from a trial balance. (CK1) 2. Explain the format and purpose of the statement of profit or loss and statement of financial position for a sole trader. (CK1)	Review test covering Chapter 7 Lecture Discussion Reading: Chapter 15

36	Preparation of final accounts for sole traders 2 1. Prepare statement of profit or loss and statement of financial position for a sole trader. (CC1)	Lecture Discussion Group activity on preparation of statement of profit or loss and statement of financial position for sole trader Reading: Chapter 15
37	Extended trial balance 1 1. Explain the process of extending the trial balance. (CK1) 2. Record the correction of errors on the extended trial balance. (CC3) 3. Explain and record post trial balance adjustments on the extended trial balance (e.g. accruals, prepayments, depreciation, closing inventory and irrecoverable debts). (CC1)	Lecture Discussion Reading: Chapter 14
38	Extended trial balance 2 1. Complete the extended trial balance including calculating the final reported profit or loss. (CC1)	Lecture Discussion Demonstration on completing the extended trial balance Reading: Chapter 14
39	Extended trial balance 3 1. Prepare statement of profit or loss and statement of financial position. (CC1) 2. Prepare the opening trial balance for the next accounting period. (CC1)	Lecture Discussion Presentation of completed extended trial balance Group activity on completing the extended trial balance and preparing statement of profit or loss and statement of financial position Exam practice Reading: Chapter 14
40	Incomplete records 1 1. Describe the circumstances which lead to incomplete records. (CK1) 2. Describe the methods of constructing accounts from incomplete records. (CK1) 3. Calculate sales, cost of sales, purchases and closing inventory value using markups and margins. (CC2)	Review test covering Chapters 14 and 15 Lecture Discussion Question practice on calculating sales, cost of sales, purchases and closing inventory value using markups and margins Reading: Chapter 17
41	Incomplete records 2 1. Calculate and account for inventory loss using markups and margins. (CC2)	Lecture Discussion Group activity on calculating and accounting for inventory loss Reading: Chapter 17
42	Incomplete records 3 1. Prepare the final accounts or elements thereof using incomplete record techniques (e.g. ledger accounts to derive missing figures and manipulation of the accounting equation). (CC1)	Lecture Discussion Exam practice Reading: Chapter 17

43	Partnerships 1 1. Define a partnership. (CK2) 2. Explain the purpose and content of a partnership agreement. (CK2)	<i>Lecture</i> <i>Review test covering Chapter 17</i> <i>Discussion</i> Reading: Chapter 16
44	Partnerships 2 1. Explain, calculate and account for appropriations of profit. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on appropriations of partnership profit</i> Reading: Chapter 16
45	Partnerships 3 1. Explain the difference between partners' capital and current accounts. (CK2) 2. Prepare the partners' capital and current accounts. (CC1) 3. Prepare the final accounts for a partnership. (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on preparing partners' capital accounts</i> Reading: Chapter 16
46	Partnerships 4 1. Explain and account for the admission of a new partner including the treatment of any goodwill arising. (CK1)	<i>Lecture</i> <i>Discussion</i> <i>Group activity on accounting for admission of a new partner</i> <i>Exam practice</i> Reading: Chapter 16
47	Review and preparation for final exam (All CLOs)	<i>Review test covering Chapter 16</i> <i>Lecture</i>
48	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
49	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
50	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publisher, Study Text Maintaining Financial Records (FA2), Up to 31 August 2021 Exam.
2. Kaplan Publisher, Study Kit Maintaining Financial Records (FA2), Up to 31 August 2021.

References

1. BPP Learning Media, Interactive Test FA2 Maintaining Financial Records, Up to 31 August 2021.
2. BPP Learning Media, Practice & Revision Kit FA2 Maintaining Financial Records, Up to 31 August 2021.

FINANCIAL ACCOUNTING 2

ACCT 212

COURSE SPECIFICATION



Lee Siang Hi

Malaysia
Lecturer



Edman Padilla Flores

Philippines
Lecturer

1. AIM

This course aims to develop knowledge of the principles and concepts relating to financial accounting and proficiency in the use of double entry accounting techniques, including preparation of basic financial statements in accordance with IFRS.

Nearly all of the roles of a bachelor of accounting and finance graduate will require extensive interaction with financial statements. This may be in the role of:

- A financial accountant who is responsible for preparing financial statements;
- An investor or investment analyst who collates and analyses data drawn from the financial statements; or
- An auditor whose responsibility includes assessing whether financial statements comply with relevant accounting standards.

Thus, it is essential that graduates have a deep and firm knowledge of financial accounting.

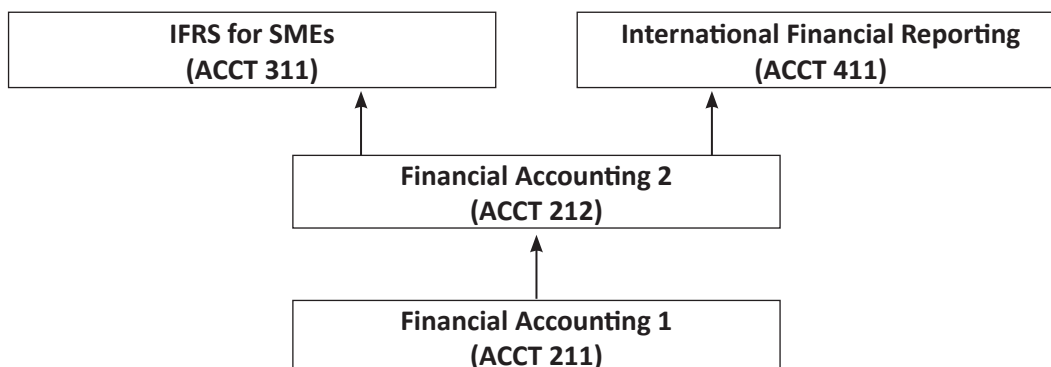
2. COURSE DESCRIPTION

The course introduces the candidate to the fundamentals of the regulatory framework relating to financial reporting and to the qualitative characteristics of useful information. Following this, the course studies processing, documenting and recording business transactions and events. It then covers the principles of accounts preparation and the drafting of financial statements. It also covers the use of the trial balance and how to identify and correct errors. The course then teaches preparation of consolidated financial statements, consolidating a parent company with a single subsidiary and an investment in an associate. Throughout the course, the emphasis will be on preparation of the main financial statements, with only a brief review of the notes and disclosures. In the last sessions of the course, students learn how to analyze and interpret financial statements.

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 76.5
Self-Study Hours	:
Reading	: 60 (Reading textbook, BPP Study Text, Chapter 1 to 26, 478 pages)
Review	: 50 (Practice MCQ, BPP Revision Kit, 507 Objective Questions, 13 Case Studies and 2 sets of Mock Exams)
Assignment	: 40 (Interview, research, analysis and writing of Final Assignment)
	<u>150</u>
Total Study Hours	: 226.5

3. ROLE IN CURRICULUM



Prerequisites

Students must have successfully passed Financial Accounting I (ACCT 211) before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main areas: The context and purpose of financial reporting, recording transactions in double-entry accounting, preparing financial statements for a single company and group of companies, and financial statement analysis. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK5	CK1	Explain users' and stakeholders' needs and responsibilities in relation to financial reporting and regulation thereof.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC7	CC1	Apply double-entry accounting to record common transactions involving income, expense, assets, liability and items of equity.
Apply	PC7	CC2	Prepare basic financial statements: statement of financial position, statement of profit or loss and other comprehensive income, and statement of cash flows.

Apply	PC7	CC3	Prepare a consolidated statement of profit or loss and a consolidated statement of financial position for a group comprising a single subsidiary.
Analyze	PC1	CC4	Analyze and interpret basic financial statements.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CIT1	Use Excel to carry out consolidation of basic financial statements.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Participate in a team to solve basic financial accounting and reporting problems.

5. TEACHING METHODS

This course is taught with a variety of teaching methods, including lecture, questioning, discussion, case study analysis, demonstration and group work.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	CIP1	PIP2
In-class tests	20%	CK1, CC1, CC3, CC4, CIT1	PK5, PC7, PCIT2
Assignments	20%	CC1, CC2	PC7, PIP2
Midterm exam	20%	CK1, CC1	PK5, PC7
Final exam	30%	CC1, CC2, CC3, CC4	PC7, PC1
Total grading score	100%		

During the course there is one assignment:

Preparation of Financial Statements

- Work Group : Group
- Output format : IFRS format Financial Report
- Language : English
- Assignment : This assignment requires students working in groups of 2-5 to prepare a set of financial statements for a small business covering a period of one month. Students will need the agreement and cooperation of the business or shop in question. However, it may be that the business owner does not wish to share certain information. In that case, students should use the techniques for estimating missing information, making clear notes in their draft financial statements which items have been estimated.

7. STUDY PLAN

The course targets the 51 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 76.5 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Review of Accounting Basics 1. Describe the course learning outcomes and assessment 2. Demonstrate how transactions affect the accounting equation. (CK1)	<i>Lecture</i> <i>Demonstration of the accounting equation</i> <i>Group problem on the accounting equation</i> Reading: Chapter 1
2	Business Entities, Governance 1. Describe the purpose of financial statements and their relevance to users. (CK1) 2. Identify the advantages and disadvantages of operating as a limited liability company, sole trader or partnership. (CK1) 3. Describe the responsibilities of directors, especially in regards to financial reporting. (CK1)	<i>Lecture</i> <i>Group brainstorming on the financial information needs of stakeholders</i> <i>Case study of James Cropper Plc financial statements</i> <i>Problem sets to be solved in groups</i> Reading: Chapter 1
3	The Regulatory Framework 1. Describe the role of the regulatory system, including IFRS related entities. (CK1) 2. Describe International Financial Reporting Standards. (CK1)	<i>Lecture</i> <i>Didactic questioning</i> <i>Discussion</i> Reading: Chapter 2
4	The qualitative characteristics of financial information 1. Explain the qualitative characteristics of the IFRS conceptual framework. (CK1) 2. Define the key accounting concepts in the IFRS conceptual framework. (CK1)	<i>Lecture</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: Chapter 3
5	Sources, records and books of prime entry 1. Identify and explain the purpose of common business documentation. (CK2) 2. Identify the main types of ledger accounts and books of prime entry. (CK2) 3. Explain the procedures for petty cash transactions. (CK2)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 4
6	Ledger accounts and double entry 1. Apply the concept of double entry accounting and the accounting equation. (CC1) 2. Illustrate the uses of journals and the posting of journal entries into ledger accounts. (CC1) 3. Record sales, sale returns, purchases, and purchase returns transactions in ledger accounts. (CC1)	<i>Lecture</i> <i>Demonstration of double entry from the books of prime entry</i> <i>Group problem to record transactions from books of prime entry</i> <i>Review test</i> Reading: Chapter 5
7	From trial balance to financial statements 1. Demonstrate how to balance and close a ledger account. (CC1) 2. Prepare a trial balance.	<i>Demonstration of closing accounts and preparation of financial statements</i> Reading: Chapter 6

8	From trial balance to financial statements 1. Identify and understand the limitations of a trial balance. (CC2)	<i>Discussion</i> <i>Group work to close accounts and prepare financial statements</i> Reading: Chapter 6
9	Inventory 1. Apply and explain the impacts of methods of valuing inventory in accordance with IAS 2. (CC2)	<i>Lecture</i> <i>Demonstration of inventory costing</i> <i>Group problem solving to record inventory cost</i> Reading: Chapter 7
10	Inventory 1. Describe the use of continuous and period-end inventory records. (CC1)	<i>Lecture</i> <i>Discussion</i> Reading: Chapter 7
11	Inventory 1. Calculate the value of closing inventory using first in, first out (FIFO) and average cost (AVCO). (CC1)	<i>Lecture</i> <i>Demonstration of FIFO and AVCO</i> <i>Group problem solving to determine inventory following FIFO and AVCO</i> Reading: Chapter 7
12	Property, Plant and Equipment 1. Recognise the difference between current and non-current assets. (CC1)	<i>Lecture</i> <i>Didactic questioning</i> <i>Case study to solve in groups</i> <i>Review test</i> Reading: Chapter 8
13	Property, Plant and Equipment 1. Prepare ledger entries to record the acquisition, depreciation, revaluation and disposal of property, plant and equipment (PPE). (CC1)	<i>Lecture</i> <i>Case study discussion</i> <i>Demonstration of recording depreciation and revaluation</i> <i>Group problems to record depreciation and revaluation</i> Reading: Chapter 8
14	Property, Plant and Equipment 1. Explain the purpose and function of an asset register. (CC2) 2. Draft a disclosure note for property, plant and equipment. (CC1)	<i>Lecture</i> <i>Didactic questioning</i> Reading: Chapter 8
15	Intangible non-current assets 1. Account for intangible assets and amortization in accordance with IFRS. (CC1) 2. Identify and account for 'research costs' and 'development costs' in accordance with IFRSs. (CC1) 3. Draft a disclosure note for intangible assets. (CC2)	<i>Lecture</i> <i>Case study discussion</i> <i>Demonstration of recording intangible asset cost and amortisation</i> <i>Group problem based learning</i> Reading: Chapter 9
16	Accruals and prepayments 1. Calculate the adjustments needed for accruals and prepayments. (CC1)	<i>Lecture</i> <i>Demonstration of recording accruals and prepayments</i> <i>Group problem based learning</i> Reading: Chapter 10
17	Accruals and prepayments 1. Prepare journal entries for an accrual or prepayment. (CC1)	<i>Lecture</i> <i>Demonstration of recording accruals and prepayments</i> <i>Group problem based learning</i> Reading: Chapter 10

18	Provisions and contingencies 1. Define of 'provision', 'contingent liability' and 'contingent asset' in accordance with IFRS. (CC1) 2. Demonstrate accounting for provisions, contingent liabilities and contingent assets. (CC1) 3. Draft a disclosure notes for provisions and contingent liabilities. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group problem based learning</i> <i>Review test</i> Reading: Chapter 11
19	Irrecoverable debts and Allowances 1. Prepare the bookkeeping entries to create and adjust an allowance for bad debts, including write offs and reversals. (CC1)	<i>Demonstration of determining and recording bad debts</i> <i>Group problem sets to determine and record bad debts</i> Reading: Chapter 12
20	Irrecoverable debts and Allowances 1. Prepare the bookkeeping entries to create and adjust an allowance for bad debts, including write offs and reversals. (CC1)	<i>Demonstration of determining and recording bad debts</i> <i>Group problem sets to determine and record bad debts</i> Reading: Chapter 12
21	Sales Tax 1. Describe the general principles of the operation of a sales tax. (CC1) 2. Calculate sales tax on transactions and record the consequent accounting entries. (CC1)	<i>Lecture</i> <i>Group problem based learning</i> Reading: Chapter 13
22	Control accounts 1. Account for discounts allowed and discounts received. (CC1) 2. Account for contrast between trade receivables and payables. (CC1) 3. Identify and correct errors in control accounts and ledger accounts. (CC1)	<i>Lecture</i> <i>Demonstration of correcting errors in control accounts</i> <i>Group problem based learning to correct errors</i> Reading: Chapter 14
23	Bank reconciliations 1. Identify the main reasons for differences between the cash book and the bank statement. (CC1)	<i>Lecture and discussion</i> <i>Demonstration of preparation of a bank reconciliation</i> <i>Group work to prepare a bank reconciliation</i> Reading: Chapter 15
24	Bank reconciliations 1. Prepare a bank reconciliation statement, correcting for any errors or omissions. (CC1) 2. Review for midterm case study assessment Midterm Case Study Exam	<i>Group problem based learning</i> <i>Lecture and discussion</i> Reading: Chapter 15
25	Correction of errors 1. Identify and correct the types of error which may occur in bookkeeping systems. (CC1) 2. Create and use a suspense account. (CC1)	<i>Lecture and discussion</i> <i>Demonstration of use of suspense account</i> <i>Group problem based learning to solve errors using a suspense account</i> Reading: Chapter 16
26	Incomplete records 1. Apply the following techniques used in incomplete records situations: use of the accounting equation, use of ledger accounts, use of cash and/or bank summaries, and use of profit percentages. (CC1)	<i>Lecture</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: Chapter 17

27	Preparation of financial statements for sole traders 1. Prepare a statement of financial position. (CC2) 2. Prepare a statement of profit or loss and other comprehensive income. (CC2)	<i>Demonstration of preparation of a statement of profit or loss and a statement of financial position</i> <i>Group problem based learning to prepare a statement of profit or loss and a statement of financial position</i> Reading: Chapter 18
28	Introduction to company accounting 1. Record movements in the share capital and share premium accounts. (CC1) 2. Record and show the effects of a bonus (capitalisation) issue and a rights issue in the statement of financial position. (CC1) 3. Record dividends in ledger accounts and the financial statements. (CC1) 4. Calculate and record finance costs in ledger accounts and the financial statements. (CC1)	<i>Lecture</i> <i>Demonstration of recording issue of shares, rights shares and a bonus issue</i> <i>Group problem based learning</i> Reading: Chapter 19
29	Preparation of financial statements for companies 1. Identify the components of the statement of changes in equity. (CC2)	<i>Lecture</i> <i>Case study discussion</i> Reading: Chapter 20
30	Preparation of financial statements for companies 1. Prepare a statement of financial position for a company. (CC2) 2. Prepare a statement of profit or loss and other comprehensive income for a company. (CC2)	<i>Demonstration of preparation of financial statements</i> <i>Group problem based learning to prepare financial statements</i> <i>Review test</i> Reading: Chapter 20
31	Preparation of financial statements for companies 1. Prepare a statement of financial position for a company. (CC2) 2. Prepare a statement of profit or loss and other comprehensive income for a company.	<i>Demonstration of preparation of financial statements</i> <i>Group problem based learning to prepare financial statements</i> Reading: Chapter 20
32	Preparation of financial statements for companies 1. Record income tax in the statement of profit or loss of a company, including the under- and overprovision of tax in the prior year. (CC1)	<i>Lecture</i> <i>Group problem based learning</i> Reading: Chapter 20
33	Preparation of financial statements for companies, Events after the reporting period 1. Draft disclosure notes for events after the reporting period (CC2) 2. Define an event after the reporting period in accordance with IFRSs. (CC2) 3. Classify events as adjusting or non-adjusting. (CC2) 4. Distinguish between how adjusting and non-adjusting events are reported in the financial statements. (CC2)	<i>Lecture</i> <i>Didactic questions</i> <i>Group problem based learning</i> Reading: Chapter 20, 21
34	Statement of cash flows 1. Differentiate between profit and cash flow. (CC2) 2. Understand the need for management to control cash flow. (CK1) 3. Explain the difference between operating cash flow following the direct method and the indirect method (CC2) 4. Classify cash flows. (CC2)	<i>Lecture</i> <i>Case study group analysis and discussion</i> Reading: Chapter 22

35	Statement of cash flows 1. Calculate the figures needed for the statement of cash flows. (CC2)	<i>Demonstration of preparation of a statement of cash flows</i> <i>Group preparation of a statement of cash flows</i> Reading: Chapter 22
36	Statement of cash flows 1. Prepare a statement of cash flows. (CC2)	<i>Demonstration of preparation of a statement of cash flows</i> <i>Group preparation of a statement of cash flows</i> <i>Review test</i> Reading: Chapter 22
37	Statement of cash flows 1. Prepare a statement of cash flows. (CC2) Submission of Assignment 1	<i>Demonstration of preparation of a statement of cash flows</i> <i>Group preparation of a statement of cash flows</i> Reading: Chapter 22
38	1. Introduction to consolidated financial statements 2. Define the entities in a group of companies. (CC3) 3. Describe the accounting method used for different entities of a group in the group's consolidated financial statements. (CC3)	<i>Lecture</i> <i>Didactic questions</i> <i>Case study discussion</i> Reading: Chapter 23
39	The consolidated statement of financial position 1. Prepared a consolidated statement of financial position for a group including a single subsidiary. (CC3)	<i>Demonstration of preparation of a consolidated statement of financial position</i> Reading: Chapter 24
40	The consolidated statement of financial position 1. Prepared a consolidated statement of financial position for a group including a single subsidiary. (CC3)	<i>Group case study to prepare a consolidated statement of financial position</i> <i>Discussion</i> Reading: Chapter 24
41	The consolidated statement of financial position 1. Calculate goodwill (excluding impairment of goodwill) using the full goodwill method only. (CC3)	<i>Lecture</i> <i>Demonstration of calculation of goodwill</i> <i>Group problem set to calculate goodwill</i> <i>Discussion</i> Reading: Chapter 24
42	The consolidated statement of profit or loss 1. Prepare a consolidated statement of profit or loss. (CC3)	<i>Demonstration of preparation of a consolidated statement of profit or loss</i> <i>Group preparation of a consolidated statement of profit or loss</i> <i>Review test</i> Reading: Chapter 25
43	The consolidated statement of profit or loss 1. Prepare a consolidated statement of profit or loss. (CC3)	<i>Demonstration of preparation of a consolidated statement of profit or loss</i> <i>Group preparation of a consolidated statement of profit or loss</i> Reading: Chapter 25

44	The consolidated statement of profit or loss 1. Prepare a consolidated statement of profit or loss. (CC3)	<i>Demonstration of preparation of a consolidated statement of profit or loss</i> <i>Group preparation of a consolidated statement of profit or loss</i> Reading: Chapter 25
45	Interpretation of financial statements 1. Explain the purpose and limitation of financial statement analysis (CC4) 2. Calculate and interpret key financial ratios with regard to profitability, liquidity, and efficiency. (CC4) 3. Draw valid conclusions from the information contained within the financial statements and present these to the appropriate user of the financial statements. (CC3)	<i>Case analysis and discussion</i> Reading: Chapter 26
46	Interpretation of financial statements 1. Calculate and interpret key financial ratios with regard to profitability, liquidity, and efficiency. (CC4)	<i>Group case study analysis</i> <i>Discussion</i> Reading: Chapter 26
47	Interpretation of financial statements 1. Calculate and interpret key financial ratios with regard to profitability, liquidity, and efficiency. (CC4)	<i>Group case study analysis</i> <i>Discussion</i> Reading: Chapter 26
48	1. Interpretation of financial statements 2. 1. Calculate and interpret key financial ratios with regard to profitability, liquidity, and efficiency. (CC4) 3. Submission of Assignment 2	<i>Group problem sets</i> <i>Discussion</i> <i>Review test</i> Reading: Chapter 26
49	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
50	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
51	Review and preparation for final exam (All CLOs)	<i>Lecture</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, Paper FFA/F3 Financial Accounting, 2019.
2. BPP Learning Media, Practice & Revision Kit Paper FFA/F3 Financial Accounting, 2019.

References

1. Kaplan Publishing, Paper FFA/F3 Financial Accounting, 2019.
2. Kaplan Publishing, Practice & Revision Kit Paper FFA/F3 Financial Accounting, 2019.

MANAGEMENT ACCOUNTING 1

ACCT 221

COURSE SPECIFICATION



Colon Mondejar Christine Grace, ACCA, MSc

Philippines
Lecturer

1. AIM

The aim of the course is to develop knowledge and understanding of how to prepare, process and present basic cost information to support management in planning and decision-making in a variety of business contexts.

2. COURSE DESCRIPTION

Management Accounting 1 introduces candidates to costing and financing principles and techniques, and elements of management accounting which are used to make and support decisions. The course starts by introducing candidates to management information clearly distinguishing it from financial accounting information. The next section introduces the basics of recording costs in management accounting. This is followed by coverage of a variety of costing techniques used in business. The next area of the syllabus introduces candidates to the use of management accounting in support of decision making. Finally, the course introduces the concept of cash management as an essential element for planning.

This course deals with the principles and techniques used in recording, analyzing and reporting costs and revenues for internal management purposes.

The broad topic areas to be covered are divided into five parts:

- PART 1 Management Information
- PART 2 Cost Recording
- PART 3 Costing Techniques
- PART 4 Decision Making
- PART 5 Cash Management

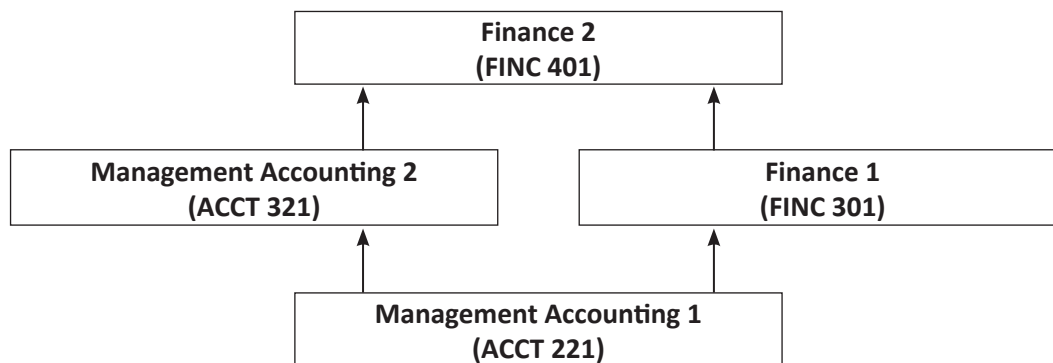
Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:

Reading	:	94	(345 pages of technical reading)
Review	:	44	(review on exam-type questions)
Assignment	:	12	(research writing)
	:	150	

Total Study Hours : 225

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Describe the role of management information and the use of information technology within the organization
Understand	PK1	CK2	Explain the principles of cash management and cash forecasting/budgeting
Understand	PK2	CK3	Identify investment opportunities and different ways of raising finance from the bank

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC1	CC1	Prepare basic cost information by applying different cost accounting techniques.
Apply	PC6	CC2	Prepare cash budgets and cash flow forecasts

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PCIT1	CCIT1	Determine the cost of materials, labour and other expenses.
Apply	PCIT1	CCIT2	Solve make/buy-in problems and investment decisions using payback (discounted and undiscounted), net present value (NPV), and internal rate of return (IRR).

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work in a group.

5. TEACHING METHODS

This course primarily involves lecture and problem solving. Open interaction between the lecturer and students is observed. Students are given a lecture plan as a guide for their advance readings. Copies of the presentation are given before the start of the class. Students are given seat works to practice solving the given problems. The last part of the presentation is review questions to be answered by the students individually (and allow them to show their solutions on the board.) Pop quiz is given at the end of the topic.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	All CK, CC, CCIT	PCIT1, PCIT2
In-class tests	20%	All CK, CC, CCIT	PCIT1, PCIT2
Assignments	10%	CC1	PCIT1, PCIT2
Midterm exam	20%	CK1, CK2, CC1	PCIT1, PCIT2
Final exam	30%	All CK, CC, CCIT, CIP	PCIT1, PCIT2
Total grading score	100%		

During the course there is one assignment:

Company Cost Management and Comparisons

- Work Group : Group
- Output format : Power Point
- Language : English
- Assignment : The assignment will require students to work in groups of 2-5 to research on how companies make comparisons of current actual costs and revenues with information from different sources (e.g. budget/forecast data, previous/ corresponding periods, standard costs, competitors, etc.). To do this, the students are required to interview a company and explain the purpose of making information comparison, explain the process of collecting information, identify the bases for comparison, describe how variances are calculated and analysed, and identify control actions considered to correct variances.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Management information - Describe the purpose management information: planning, control and decision making (CK1) - Describe the features and sources of useful management information (CK1) - Identify qualities of good information (CK1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 1 pp 3-10
2	Management information (continued) - Explain the role of information technology in management information (CK1) - Explain the roles of the trainee accountant (CK1) - Discuss the different types of coding systems and its purpose (CK1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Quiz</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 1 pp 19-25
3	The role of information technology - Explain the role of information technology in management information (CK1) - Explain the relationship between the cost/management accounting system and the financial accounting/management information systems (CK1) - Describe methods of capturing, processing, storing and outputting cost and management accounting data by computer. (CK1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Quiz</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 2 pp 27-36
4	Cost classification - Describe the variety of cost classifications used for different purposes in a cost accounting system, including by responsibility, function, direct/indirect, behavior. (CC1) - Distinguish between direct and indirect labour costs (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> <i>Homework</i> <i>Quiz</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 3 pp 38-46
5	Cost classification (continued) Apply cost classification in calculating total cost of one unit of product	<i>Demonstrate total cost calculation</i> <i>Exam-type questions practice</i> Reading: References: BPP Text Chapter 3 pp 39
6	Cost behavior - Explain and illustrate the nature of variable, fixed and mixed costs (CC1) - Use the high –low method to separate semi-variable costs (CC1) - Analyse the effect of changing activity levels on unit costs (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Review of homework questions</i> <i>Demonstration and discussion</i> <i>Quiz</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 4 pp 47-64
7	Information for Comparisons - Explain the purpose and basis of making comparisons (CK1) - Explain the forecasting/budgeting process and the concept of feed forward and feedback control. (CK1) - Explain and illustrate the concept of flexible budgets (CK1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 5 pp 65-74

8	Information for Comparisons (continued) 1. Calculate sales variances between actual and historical/forecast data which may or may not be adjusted for volume change (CK1, CIP1) 2. Identify possible causes of variances and identify whether variances are favourable or adverse (CK1, CIP1)	<i>Lecture</i> <i>Discuss and demonstrate sales variance calculation</i> <i>Review of homework questions</i> <i>Exam-type questions practice</i> Reading: References: BPP Text Chapter 5 pp 76-78
9	Information for Comparisons (continued) 1. Calculate cost variances between actual and historical/forecast data which may or may not be adjusted for volume change (CK1, CIP1) 2. Identify possible causes of variances and identify whether variances are favourable or adverse (CK1, CIP1) 3. Explain the concept of exception reporting and factors affecting the decision whether to investigate variance. (CK1, CIP1)	<i>Lecture</i> <i>Discuss and demonstrate cost variance calculation</i> <i>Review of homework questions</i> <i>Exam-type questions practice</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 5 pp 78-88
10	Reporting Management Information 1. Identify suitable formats for the presentation of management information according to purpose (CK1) 2. Describe methods of analyzing, presenting and communicating information (CK1) 3. Identify factors to consider in choosing a communication method (CK1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 6 pp 89-92
11	Reporting Management Information (continued) 1. Identify suitable formats for communicating management information according to purpose and organisational guidelines including: informal business reports, letter and email or memo. (CK1, CIP1) 2. Identify the general principles of distributing reports (eg procedures, timing, recipients) including the reporting of confidential information (CK1, CIP1) 3. Interpret information presented in management reports (CK1, CIP1)	<i>Lecture</i> <i>Quiz</i> Reading: References: BPP Text Chapter 6 pp 92-103
12	Materials (Part 1) 1. Identify the documentation required, and the flow of documentation, for different cost accounting transactions (CK1, CIP1) 2. Describe the main types of material classification (CK1, CIP1) 3. Describe the procedures and documentation required to ensure the correct authorization, coding, analysis and recording of direct and indirect material costs (CK1, CIP1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Quiz</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 7 pp 107-117
13	Materials (Part 1) (continued) 1. Explain, illustrate and evaluate the FIFO, LIFO and periodic and cumulative weighted average methods used to price materials issued from inventory (CCIT1) 2. Calculate material input requirements, and control measures, where wastage occurs (CCIT1)	<i>Lecture</i> <i>Review of homework questions</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> Reading: References: BPP Text Chapter 7 pp 118-129

14	Materials (Part 2) - Describe the procedures required to monitor inventory and to minimize discrepancies and losses (CCIT1) - Explain and illustrate the costs of holding inventory and of being without inventory (CCIT1) - Explain, illustrate and evaluate inventory control levels (minimum, maximum, reorder) (CCIT1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> Reading: References: BPP Text Chapter 7 pp 129-131
15	Materials (Part 2) (continued) - Calculate and interpret optimal order quantities (CCIT1) - Explain the relationship between the materials costing system and the inventory control system (CCIT1)	<i>Lecture</i> <i>Exam type questions</i> <i>Demonstration and discussion</i> <i>Quiz</i> Reading: References: BPP Text Chapter 7 pp 132-138
16	Labour - Identify the documentation required, and the flow of documentation (CCIT1, CIP1) - Explain, illustrate and evaluate labour remuneration methods (CCIT1, CIP1) - Describe the operation of a payroll accounting system (CCIT1; CIP1)	<i>Lecture</i> <i>Exam type questions</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 8 pp 139-151
17	Labour (continued) - Distinguish and illustrate accounting for direct and indirect labour costs (CCIT1) - Explain the causes and costs of labour Calculate, labour turnover(CCIT1)	<i>Lecture</i> <i>Discussion and demonstration</i> <i>Group discussion</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 8 pp 152-153
18	Labour (continued) - Describe and illustrate labour ratios (CCIT1) - Calculate, labour turnover (CCIT1)	<i>Lecture</i> <i>Demonstrate and discuss labour ratios calculation</i> <i>Quiz</i> Reading: References: BPP Text Chapter 8 pp 154-158
19	Expenses - Identify the flow of documentation for different cost accounting transactions (CCIT1) - Describe the nature of expenses by function (CCIT1) - Describe the procedures to ensure the correct authorization, coding, analysis and recording of direct and indirect expenses (CCIT1) - Describe and calculate capital and revenue expenditure and the relevant accounting treatment (CCIT1)	<i>Lecture</i> <i>Discussion types of business expenses</i> <i>Exam type questions practice</i> Reading: References: BPP Text Chapter 9 pp 159-164

20	Expenses (continued) 1. Calculate and explain depreciation charges using straight-line, reducing balance, machine hour and product units methods (CCIT1) 2. Explain the relationship between the expenses costing system and the expense accounting system (CCIT1)	<i>Lecture</i> <i>Exam type questions</i> <i>Demonstrate depreciation calculation using different methods</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 9 pp 164-171
21	Overheads and absorption costing 1. Explain the rationale for absorption costing (CC1) 2. Describe the process of allocating, apportioning and absorbing production overheads to establish product costs (CC1) 3. Explain and demonstrate the bases of cost apportionment (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 10 pp 175-182
22	Overheads and absorption costing (continued) 1. Explain and demonstrate cost reapportionment using direct method and step-down method (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> Reading: References: BPP Text Chapter 10 pp 182-186
23	Overheads and absorption costing (continued) 1. Describe and illustrate the accounting for production overhead costs, including the analysis and interpretation of over/under absorption (CC1) 2. Calculate product costs using the absorption costing method (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> <i>Quiz</i> Reading: References: BPP Text Chapter 10 pp 187-199
24	Marginal costing and absorption costing 1. Explain and illustrate the concept of contribution (CC1) 2. Prepare and compare profit statements using marginal and absorption costing method (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstration and discussion</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 11 pp 201-209
25	Marginal costing and absorption costing 1. Reconcile the profits reported by absorption and marginal costing (CC1) 2. Explain the usefulness of profit and contribution information respectively (CC1)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Demonstrate profit reconciliation Quiz</i> Reading: References: BPP Text Chapter 11 pp 210-215

26	Cost bookkeeping 1. Explain the relationship between the cost/management accounting system and the financial accounting/management information systems (CK1; CIP1) 2. Describe and illustrate the accounting for material costs (CCIT1; CIP1) 3. Describe and illustrate the accounting for labour costs (CCIT1; CIP1) 4. Describe and illustrate the accounting for production overhead costs (CCIT1; CIP1)	<i>Lecture</i> <i>Exam type questions</i> <i>Demonstration and</i> <i>Group discussion</i> <i>Quiz</i> Reading: References: BPP Text Chapter 12 pp 217-235
27	Job, batch and service costing 1. Distinguish between job costing and process costing. (CC1; CIP1) 2. Calculate unit costs in job and batch costing (CC1; CIP1) 3. Apply cost plus pricing in job costing (CC1; CIP1)	<i>Lecture</i> <i>Discussion of different costing methods</i> <i>Demonstrate calculation of total cost of the job and batch unit costs</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 13 pp 237-247
28	Job, batch and service costing (continued) 1. Describe characteristics of service costing (CC1) 2. Identify situations where the use of service costing is appropriate. (CC1) 3. Calculate service unit costs (CC1)	<i>Lecture</i> <i>Discuss the use of service costing</i> <i>Demonstrate calculation of total service costs and service unit costs</i> <i>Exam type questions practice</i> <i>Kahoot</i> <i>Quiz</i> Reading: References: BPP Text Chapter 13 pp 247-252
29	Process Costing - Part 1 1. Identify situations where the use of process costing is appropriate (CC1) 2. Explain and illustrate calculation of cost per unit. Valuation of closing work-in-progress and finished goods in process costing. (CCIT1)	<i>Lecture</i> <i>Short video on how products build-up cost in manufacturing</i> <i>Demonstrate calculation of normal losses.</i> <i>Demonstrate and discuss calculation of cost per unit.</i> <i>Demonstrate calculation of finished goods and work-in-progress values</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 14 pp 253-256

30	Process Costing - Part 1 (continued) 1. Explain and illustrate the nature of normal and abnormal losses/gains (CC1) 2. Prepare process accounts where losses are separated into normal and abnormal (CC1) 3. Account for scrap and waste (CCIT1)	<i>Lecture</i> <i>Demonstrate calculation of normal and abnormal losses/gains</i> <i>Demonstrate accounting for losses/gains and scrap</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 14 pp 253-261
31	Process Costing - Part 2 1. Distinguish between joint products and by products (CC1; CIP1) 2. Explain the accounting treatment of joint products and by products at the point of separation (CC1; CIP1) 3. Apportion joint process costs using net realisable values and weight/volume of output respectively (CC1; CIP1)	<i>Lecture</i> <i>Demonstrate calculation of joint costs</i> <i>Exam type questions practice</i> <i>Group discussion</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 14 pp 262-269
32	Cost-Volume-Profit Analysis (CVP) 1. Calculate contribution per unit and the contribution/sales ratio to calculate break-even point and margin of safety (CC1; CIP1) 2. Explain the concept of breakeven and margin of safety (CC1; CIP1) 3. Analyse the effect on breakeven point and margin of safety of changes in selling price and costs (CC1; CIP1)	<i>Lecture</i> <i>Demonstrate calculation of C/S ratio, BEP and MOS</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 15 pp 273-277
33	Cost-Volume-Profit Analysis (CVP) (continued) 1. Use contribution per unit and contribution/sales ratio to calculate the sales required to achieve a target profit (CC1) 2. Interpret breakeven and profit/volume charts for a single product or business (CC1)	<i>Lecture</i> <i>Demonstrate calculation of target profit</i> <i>Demonstrate Break-even charts</i> <i>Exam type questions</i> <i>Quiz</i> Reading: References: BPP Text Chapter 15 pp 277-290
34	Short-term decisions (Part 1) 1. Explain the concept of relevant costs (CCIT2) 2. Apply the concept of relevant costs in business situations (CCIT2) 3. Explain the importance of the limiting factor concept (CCIT2) 4. Identify the limiting factor in given situations (CCIT2)	<i>Lecture</i> <i>Discuss and demonstrate calculation of limiting factor (material, labour and overheads)</i> <i>Exam type questions practice</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 16 pp 291-295

35	Short-term decisions (Part 2) 1. Formulate and determine the optimal production solution when there is a single resource constraint (CCIT2)	<i>Demonstration of determining optimal product solution</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 16 pp 296-298
36	Short-term decisions (Part 3) 1. Solve make/buy-in problems when there is a single resource constraint (CCIT2)	<i>Lecture</i> <i>Demonstrate solving make/buy-in problems</i> <i>Exam type questions practice</i> <i>Homework</i> <i>Quiz</i> Reading: References: BPP Text Chapter 16 pp 298-304
37	Capital investment appraisal - Part 1 1. Explain and illustrate the difference between simple and compound interest and between nominal and effective interest rates (CC1) 2. Explain and illustrate compounding and discounting (CC1) 3. Calculate present value using annuity and perpetuity formulas (CCIT2)	<i>Lecture</i> <i>Discuss and demonstrate calculation of interest rates</i> <i>Demonstrate calculation of annuity and perpetuity</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 17 pp 305-314
38	Capital investment appraisal - Part 2 (continued) 1. Explain the distinction between cash flow and profit and the relevance of cash flow to capital investment appraisal (CCIT2) 2. Explain and illustrate the net present value (NPV) and internal rate of return (IRR) methods of discounted cash flow (CCIT2) 3. Interpret the results of NPV and IRR of a viable investment (CCIT2)	<i>Lecture</i> <i>Demonstration of NPV and IRR calculation</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 17 pp 314-322
39	Capital investment appraisal - Part 3 1. Calculate payback (discounted and non-discounted) (CCIT2) 2. Interpret the results of payback calculations of a viable investment (CCIT2)	<i>Lecture</i> <i>Demonstrate calculation of simple and discounted payback period</i> <i>Exam type questions practice</i> <i>Homework</i> <i>Quiz</i> Reading: References: BPP Text Chapter 17 pp 314-328

40	Cash and Cash flows 1. Define cash and cash flow and identify the various sources of cash receipts and payments (including regular/exceptional revenue/capital receipts and payments, and drawings) (CK2) 2. Distinguish between the cash flow pattern of different types of organisations (CK2)	<i>Lecture</i> <i>Discuss and demonstrate calculation of operational cash flow</i> <i>Exam type questions practice</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 18 pp 332-337
41	Cash and Cash flows (continued) 1. Describe the relationship between cash flow accounting and accruals accounting (CK2) 2. Explain the importance of cash flow management and its impact on liquidity and company survival (CK2)	<i>Lecture</i> <i>Demonstrate profit statement preparation cash flow accounting and accruals accounting</i> <i>Exam type questions practice</i> <i>Quiz</i> Reading: References: BPP Text Chapter 18 pp 337-343
42	Cash and treasury management 1. Describe the basic treasury functions (CK2) 2. Describe and illustrate cash handling procedures (CK2)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Kahoot!</i> Reading: References: BPP Text Chapter 19 pp 346-349
43	Cash and treasury management (continued) 1. Describe the trends in the economic and financial environment can affect management of cash balances (CK2)	<i>Lecture</i> <i>Exam type questions practice</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 19 pp 350
44	Forecasting cash flows (Part 1) 1. Explain the objectives of forecast and cash budgeting (CK2; CIP1)	<i>Lecture</i> <i>Discuss and demonstrate cash flow budget</i> <i>Discuss and demonstrate how to prepare cash receipts and cash payments budget</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 20 pp 354-357
	Forecasting cash flows (Part 1) 2. Prepare a cash budget/forecast (CC2)	<i>Lecture</i> <i>Discuss and demonstrate how to prepare cash receipts and cash payments budget</i> <i>Exam type questions practice</i> <i>Homework</i> Reading: References: BPP Text Chapter 20 pp 357-362

45	Forecasting cash flows (Part 2) 1. Explain and illustrate how a cash budget can be used as a mechanism for monitoring and control (CK2) 2. Cash budgeting with inflation (CC2)	<i>Lecture</i> <i>Discussion of control procedures for cash deficiency and cash surplus</i> <i>Demonstrate budget preparation with effects of inflation</i> <i>Exam type questions practice</i> Reading: References: BPP Text Chapter 20 pp 363-370
46	Forecasting cash flows (Part 2) (continued) 1. Explain and illustrate statistical techniques used in cash forecasting including moving averages and allowance for inflation (CC2)	<i>Lecture</i> <i>Illustrate calculation of moving averages</i> <i>Exam type questions practice</i> <i>Homework</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 20 pp 370-384
47	Investing surplus funds 1. Discuss the guidelines and legislation in relation to the management of cash balances in public sector organisations (CK3; CIP1) 2. Explain how surplus cash and cash deficit may arise (CK3; CIP1) 3. Explain the short term investments in bank deposits and money-market deposits and the associated risks/returns (CK3; CIP1) 4. Explain the short term investments in certificates of deposits, government stock, local authority stock and the associated risks/returns (CK3)	<i>Lecture</i> <i>Discuss various types of investment a business can invest short-term and long term cash surpluses</i> <i>Exam type questions practice</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 21 pp 387-399
48	Raising finance from a bank 1. Explain different ways of raising finance from a bank (CK3) 2. Explain the basic terms and conditions associated with each financing (CK3) 3. Describe the bank's lending criteria (CK3)	<i>Lecture</i> <i>Describe the bank lending criteria Discuss different types of bank financing</i> <i>Exam type questions practice</i> <i>Kahoot!</i> <i>Quiz</i> Reading: References: BPP Text Chapter 22 pp 401-415
49	Review Review and preparation for final exam (All CLOs)	<i>Review practice test questions</i>
50	Review Review and preparation for final exam (All CLOs)	<i>Review practice test questions</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, Interactive Text Paper MA2 Managing Cost and Finances, (For exams from 1 September 2019 to 31 August 2020)
2. BPP Learning Media, Practice & Revision Kit Paper MA2 Managing Cost and Finances, (For exams from 1 September 2019 to 31 August 2020)

References

1. Kaplan Publishing, Interactive Text Paper MA2 Managing Cost and Finances, (For exams from 1 September 2019 to 31 August 2020)
2. Kaplan Publishing, Practice & Revision Kit Paper MA2 Managing Cost and Finances, (For exams from 1 September 2019 to 31 August 2020)

PRINCIPLES OF MANAGEMENT

MGMT 201

COURSE SPECIFICATION



Uy Cadungog Juliet, MBA, DM, LLB

Philippines
Professor

1. AIM

This paper aims to introduce knowledge and understanding of the business and its environment and the influence this has on how organisations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organisation and its people and systems (ACCA 2019).

2. COURSE DESCRIPTION

The Principles of Management (F1/FAB) introduces students who may not have a business background, to the business, which as an entity is made up of people and systems which interact with the environment and with each other. The syllabus begins with examining the purpose and types of business which exist, the key stakeholders and the rights and responsibilities that businesses have in connection with them, exploring the external influences that affect the business in its environment, including economic, legal, social and technological factors. The syllabus then examines the structure and functions of business, focusing on corporate governance and the specific accounting related roles in this process, particularly in financial reporting, assurance, control and compliance. The syllabus then introduces key leadership, management and people issues such as effective individual and team behaviour, motivation and personal effectiveness (ACCA 2017-2018).

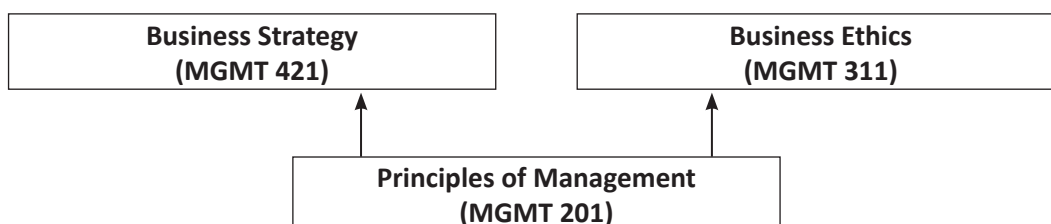
The broad topic areas to be covered are divided into six sections as follows:

1. PART A The business organization, its stakeholders and the external environment
2. PART B Business organization structure, functions and governance
3. PART C Accounting and reporting systems, controls and compliance
4. PART D Leading and managing individuals and teams
5. PART E Personal effectiveness and communication in business
6. PART F Professional ethics in accounting and business

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 78
Self-Study Hours	:
Reading	: 78 (550 pages of technical reading-Textbook and Technical articles)
Review	: 46 (233 pages Practice and revision kit)
Assignment	: 32 (Term paper-research writing; group/video reporting)
Total Study Hours	: 234

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover the following areas six main areas: The business organisation, its stakeholders and the external environment; Business organisation structure, functions and governance; Accounting and reporting systems, controls and compliance; Leading and managing individuals and teams; Personal effectiveness and communication; Professional ethics in accounting and business.

On successful completion of this course, students will be able to acquire the following knowledge and skills:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK 1	CK1	Differentiate the types of businesses and how they interact with key stakeholders and the external environment
Understand	PK 1,2	CK4	Explain the principles of authority and leadership and how teams and individuals are recruited, managed, motivated and developed.
Understand	PC 2	CC1	Classify the three common elasticities and analyze the impact of substitute and complementary goods.

4.2. COGNITIVE SKILLS

- 4.2.1 Calculate and analyze elasticity of demand and the impact of substitute and complementary goods.
- 4.2.1 Analyze the function of accountancy and audit in communicating, reporting and assuring financial information and in effective financial control and compliance

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC 2	CC1	Calculate and analyze elasticity of demand and the impact of substitute and complementary goods.
Analyse	PC 2	CC2	Analyze the functions of accountancy and audit in communicating, reporting and assuring financial information and effective financial control and compliance

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PCIT 3	CCIT1	Calculate and interpret values of price elasticity of demand (PED), income elasticity of demand and cross elasticity of demand (CPEoD).
Evaluate	PCIT 3	CCIT2	Evaluate and solve elasticity of demand and analyze the impact of substitute and complementary goods.
Apply	PCIT4	CCIT3	Actively participate in collaborative activities like group work, group research and group reporting/video presentation.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP 1	CIP1	Participate in a team/group work
Evaluate	PIP 1,2	CIP2	Evaluate the importance of personal effectiveness as the basis for effective team and organisational behaviour
Understand	PIP 3	CIP3	Recognise that all aspects of business and finance should be conducted in a manner which complies with and is in the spirit of accepted professional ethics and professional values

5. TEACHING METHODS

Teaching methods may include:

- Lecture
- Game-based learning-Kahoot
- Assignments
- Homework- reading of technical articles and extra reading materials; answering scenario-based questions
- Video clips
- Tests and examinations
- Presentation
- Discussion, reflection, and reaction
- Didactic questioning

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	5%	All CK	PC4
Participation	15%	All CK	PC4
In-class tests	15%	All CK	All PK
Assignments	15%	All CK, CIT2	PCIT 1,3,4
Midterm exam	20%	CK1, CK2, CK3, CC1, CCIT1	All PK
Final exam	30%	All CK, CCIT1	ALL PK
Total grading score	100%		

During the course there is one assignment

- Work Group : Group research/Term paper
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : There is a group term paper writing which is a terminal requirement of the course. The lecturer prepares the list of topics taken from BT syllabus (marked as Exam Focus Point). The class is divided into four groups and each group is given a different topic. The research makes use of literature review and other secondary data sources. Each group will present online their final term paper to share the information to the other groups. Question and answer session follows the presentation.

7. STUDY PLAN

The course targets the study plan below. Implementation may vary somewhat depending on the progress and needs of students. For example, some topics may be allocated more or less than 1.5 hours.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1.2	The purpose and types of business organization; Stakeholders in business organizations - Describe common features of business organisations (CK1) - Explain the purpose and differentiate the types of businesses and how they interact with key stakeholders (CK1) - Compare the power and influence of various stakeholder groups and how their needs should be accounted for, such as under the Mendelow framework. (CK1); give students group work (CIP11).	<i>Introduction: Reading of CamEd student code of ethics; clarify house rules; present chapter objectives</i> <i>Lecture</i> <i>Group work on Mendelow mapping of stakeholders (analysis of 2 scenarios)</i> <i>Homework- reading of technical articles written by F1 examiner: Not-for-profit organisations and stakeholders</i> Reading: Chapter 1 and additional handouts

3-6	Analyzing business environment (Part 1 and 2) 1. Explain how political and legal, social and demographics, and technological factors affect the organization (CK1)	Give review questions- chapter 1. Present chapter objectives Lecture Interactive Q and A (Kahoot) Article reading and discussion of PESTEL and how these affect the business Pop Quiz Reading: Chapter 2 and additional handouts
7-8	The macro-economic environment 1. Explain the impact of economic issues on the individual, the household and the business (CK1)	Give review questions - chapter 2. Present chapter objectives Lecture Interactive Q and A (Kahoot) Reading of article on Pop Quiz Reading: Chapter 3 and additional handouts
9-10	The micro-economic environment 1. Explain the micro environment of the firm (CK1) 2. Calculate and analyze elasticity of demand and the impact of substitute and complementary goods. (CIT1)	Give review questions - chapter 3. Present chapter objectives Lecture Interactive Q and A (Kahoot) Pop Quiz Problem solving and analysis/interpretation of product elasticity Homework- reading of technical articles written by F1 examiner: Introduction to microeconomics Reading: Chapter 4 and additional handouts
11-12	Business organization, structure and strategy 1. Differentiate business organisation structure, functions and the role of corporate governance (CK2) 2. Explain the informal organization and its relationship with the formal organization (CK2) 3. Describe Mintzberg's components of organization and explain the different ways in which formal organizations may be structured (CK2)	Give review questions - chapter 4. Present chapter objectives Lecture Interactive Q and A (Kahoot) Pop Quiz Homework- reading of technical articles written by F1 examiner: Organisations Mintzberg's theory on organisations Reading: Chapter 5 and additional handouts
13-14	Organizational culture in business 1. Describe the factors that shape the culture of the organization (CK2)	Give review questions - chapter 5. Present chapter objectives Lecture Interactive Q and A (Kahoot) Group work on Hofstede – international perspectives on culture Pop Quiz Homework- reading of technical articles written by F1 examiner: The role of marketing Reading: Chapter 6 and additional handouts

15-16	Committees in Business Organizations 1. Describe the types of committees used by business organisations 2. Discuss the advantages and disadvantages of committees (CK2)	<i>Give review questions - chapter 5.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Pop Quiz</i> Reading: Chapter 6 and additional handouts
17-18	Corporate governance and social responsibility in business 1. Explain the responsibility of organisations to maintain appropriate standards of corporate governance and corporate social responsibility (CK2)	<i>Give review questions - chapter 6.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Corporate governance: the board of directors and standing committees</i> Reading: Chapter 7 and additional handouts
19-22	Accounting and finance functions within business 1. Analyze the function of accountancy and audit in communicating, reporting and assuring financial information and in effective financial control and compliance (CC1) 2. Explain the contribution of the accounting function to the formulation, implementation, and control of the organisation's policies, procedures, and performance. (CC1)	<i>Give review questions - chapter 7.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> Reading: Chapter 8
23-24	Control, security and audit 1. Explain the main functions of the internal auditor and the external auditor and how they differ (CK3) 2. Explain the importance of internal financial controls in an organization (CK3)	<i>Give review questions - chapter 8.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Internal control</i> Reading: Chapter 9 and additional handouts
25-26	Financial systems, procedures and related IT applications 1. Describe features of the types of information technology and information systems used by the business organization for internal control 2. Describe features for protecting the security of IT systems and software within business (CK3)	<i>Give review questions - chapter 8.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Internal control</i> Reading: Chapter 9 and additional handouts
27-28	Describe cloud computing and how it benefits the organization (CK3) Explain how automation and artificial intelligence (AI) in accounting systems can affect the role and effectiveness of accountants. (CK3)	

	Describe how the application of big data and data analytics can improve the effectiveness of accountancy and audit. (CK3) Explain the key features and applications of Blockchain technology and distributed ledgers in accountancy. (CK3) Explain what is cyber security and identify the key risks to data that cyber-attacks bring. (CK3) Describe the features for protecting the security of IT systems and software within business. (CK3)	<i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Homework</i> Reading: Chapter 9 and additional handouts on Big data analytics and complexity; The roles/uses of blockchain; Robotics and Robotic process automation; Data security and risk management
29-30	Identifying and preventing fraud 1. Identify different types of fraud in the organization. (CC1) 2. Explain the implications of fraud for the organization (CC1)	<i>Present chapter objectives</i> <i>Lecture</i> <i>Pop Quiz</i> Reading: Chapter 10 and additional handouts
31-32	Leading and managing people 1. Explain the principles of authority and leadership (CK4) 2. Explain the situational, functional and contingency approaches to leadership with reference to the theories of Adair, Fiedler, Bennis, Kotter and Heifetz. (CK4)	<i>Give review questions - chapter 10.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Theories of leadership style</i> Reading: Chapter 11 and additional handouts
33-34	Recruitment and selection 1. Explain the importance of effective recruitment and selection to the organization. (CK4) 2. Describe the recruitment the selection process and explain the stages in this process. (CK4)	<i>Give review questions - chapter 11.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> Reading: Chapter 12 and additional handouts
35-36	Diversity and equal opportunities Explain the purposes and benefits of diversity and equal opportunities policies within the human resources plan. (CK4)	<i>Present chapter objectives</i> <i>Lecture</i> <i>Video clip on harassment in the workplace</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Equal opportunities</i> Reading: Chapter 13 and additional handouts

37-38	Individuals, groups and teams 1. Explain the role of the manager in building the team and development of individuals within the team (CK4)	<i>Give review questions - chapter 13.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Group work on team roles of Belbin</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: The importance of teams</i> Reading: Chapter 14
39-40	Motivating individuals and groups 1. Define motivation and explain its importance to the organization, teams and individuals (CIP1) 2. Explain content and process theories of motivation: Maslow, Herzberg, McGregor and Vroom (CIP1) 3. Explain and identify types of intrinsic and extrinsic reward (CIP4) 4. Allow students to do group work and discuss motivational theories (CIP1)	<i>Give review questions - chapter 14</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Video clip on motivation</i> <i>Group work on Maslow and Herzberg motivational theories</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Understanding Herzberg's motivation theory and Let's get motivated</i> Reading: Chapter 15 and additional handouts
41-42	Training and development 1. Explain the importance of learning and development in the workplace 2. Describe the learning process: Honey and Mumford, Kolb (CIP4)	<i>Give review questions - chapter 15.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> Reading: Chapter 16 and additional handouts
43-44	Performance appraisal 1. Explain the importance of performance assessment 2. Explain how organisations assess the performance of human resources (CIP4)	<i>Give review questions - chapter 16.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Video clip on appraisal interview</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Human resource management</i> <i>Understanding the Importance of appraisals</i> Reading: Chapter 17 and additional handouts
45-48	Communication in Business 1. Evaluate the importance of personal effectiveness as the basis for effective team and organisational behaviour. (CIP2)	<i>Give review questions - chapter 17.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Video clip on conflict in the workplace</i>

	2. Identify situations where conflict at work can arise. (CIP2) 3. Describe how conflict can affect personal and organizational performance. (CIP2)	<i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: Communicating core values and mission</i> Reading: Chapter 18 and additional handouts
49-52	Fundamental principles of ethical behavior 1. Recognise that all aspects of business and finance should be conducted in a manner which complies with and is in the spirit of accepted professional ethics and professional values (CIP3) 2. Describe the typical contents of a corporate code of ethics (CIP3) 3. Explain the benefits of a corporate code of ethics to the organization and its employees (CIP3)	<i>Give review questions - chapter 18.</i> <i>Present chapter objectives</i> <i>Lecture</i> <i>Interactive Q and A (Kahoot)</i> <i>Pop Quiz</i> <i>Homework- reading of technical articles written by F1 examiner: A question of ethics</i> Reading: Chapter 19 and additional handouts
Total Hours: 78 hours		

Time for the midterm and final examination is not included in the lecture hours above.

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media Ltd, Foundations in Accountancy/ACCA Business and Technology.-Interactive Text . Phnom Penh: Quick Service, up to February 2020.
2. BPP Learning Media Ltd, Foundations in Accountancy/ACCA Business and Technology.-Practice and Revision Kit. Phnom Penh: Quick Service, up to February 2020.

References

1. ACCA Student Accountant Technical Articles. Retrieved from: <https://www.accaglobal.com/gb/en/student/exam-support-resources/fundamentals-exams-study-resources/f1/technical-articles.html>
2. BECKER ACCA Study Text, F1/FAB Accountant in Business, for examinations from September 2017 to August 2018
3. BECKER ACCA Revision Question Bank, F1/FAB Accountant in Business, for examinations from September 2017 to August 2018
4. Kaplan Financial Limited, Accountant in Business –Complete Text.UK: Kaplan Publishing, 2017

ENGLISH FOR ACCOUNTING 1

ENGL 221

COURSE SPECIFICATION



Ediri Okoloba Anderson, MA

Nigeria
Assistant Professor



Froggatt Douglas George, BSc

UK
Lecturer

1. AIM

This course aims to improve students' English for accounting and business, enhancing confidence, fluency and accuracy. It also aims to enhance students' English skills and ability to participate in meetings, correspondences for processing transactions, and international trades. The course also raises students' awareness of cross-cultural issues to prepare students to communicate effectively in global situations.

The English for Accounting 1 also supports CamEd's students in their other studies. Starting from 2nd year onwards, all classes are conducted in English with internationally prepared examinations. This course strengthens students' ability in reading, writing, listening and speaking in English, providing them the confidence to participate in class group activities, progress with lessons and prepare them for their examinations.

2. COURSE DESCRIPTION

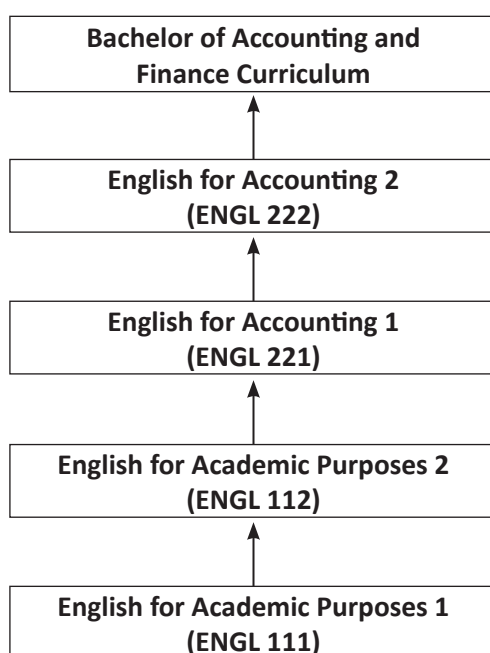
The course teaches and practices English for professional business purposes including verbal and written communication in English in the form of properly formatted letters, emails, reports and memos that are commonly used in day-to-day work. It also provides students with international business terminology, preparing them to communicate in an international working environment where they interact with investors for potential business opportunities. This course also supports students with numerous opportunities for discussions and covers a wide range of subjects, including:

- Face to face business skills and techniques
- Business correspondence (letters, emails, and memos)
- Telephone skills
- Summaries, notes, short reports
- International trade
- Payments, taxes, and financial issues

Credits: 2.5

	<u>Hours</u>
Lecturer Hours	: 37.5
Self-Study Hours	:
Reading	: 22.5 (137 pages, read and answer questions)
Presentation	: 15.5 (Group and individual presentations)
Homework	: 10 (Topic units homework and reviews)
Field work	: 11.5 (Gathering data for short reports)
Big Assignments	: <u>15.5</u> (Internet research, writing, and summarizing)
	75
Total Study Hours	: 112.5

3. ROLE IN CURRICULUM



Prerequisites

Students must have completed English for Academic Purposes 1 and 2.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Apply	PK1, PK4	CK1	Apply English language vocabulary specific to business.
Understand	PK1, PK2, PK4	CK2	Describe business fundamentals, operations and processes.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC1, PC3	CC1	Use English language effectively in business situations both face-to-face and over the phone.
Create	PC1, PC5, PC6	CC2	Create professional business correspondence in English.
Analyze	PC2	CC3	Distinguish business organizations, industries and sectors.
Apply	PC1, PC7	CC4	Operate international trade concepts (such as ordering and supplying goods and services, answering and making enquiries, making offers, placing and acknowledging orders).

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT3, PCIT4,	CCIT1	Integrate Microsoft Word and PowerPoint in business presentations and correspondences.
Analyze	PCIT2, PCIT3, PCIT4	CCIT2	Organize group discussions, pairwork and team-work with confidence (using online tools).

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Create	PIP1, PIP2, PIP3	CIP1	Manage team projects and assignments productively.

5. TEACHING METHODS

Teaching methods may include:

- Individual work, pair, group work, whole class
- Homework
- Big Assignments
- Tests and examinations
- Presentation
- Discussion, reflection, and reaction
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	CK1, CK2, CC1, CC2, CC3, CC4, CCIT1, CCIT2, CI1	PK1, PK2, PK4, PC1, PC2, PC3, PC5, PC6, PC7, PCIT2, PCIT3, PCIT4, PIP1, PIP2, PIP3
In-class tests	20%	CK1, CK2, CC1, CC2, CC3, CC4, CCIT1, CCIT2, CI1	PK1, PK2, PK4, PC1, PC2, PC3, PC5, PC6, PC7, PCIT2, PCIT3, PCIT4, PIP1, PIP2, PIP3
Assignments	20%	CK1, CK2, CC1, CC2, CC3, CC4, CCIT1, CCIT2, CI1	PK1, PK2, PK4, PC1, PC2, PC3, PC5, PC6, PC7, PCIT2, PCIT3, PCIT4, PIP1, PIP2, PIP3
Midterm exam	25%	CK1, CK2, CCIT1	PK1, PK2, PC1, PC5, PC6, PCIT3, PCIT4
Final exam	25%	CK1, CK2, CC2, CC3, CC4, CCIT1	PK1, PK2, PC1, PC5, PC6, PCIT3, PCIT4
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual and Group
- Output format : Writing and Presentation
- Language : English
- Assignment : Writing reports, memos, and business conversation, field work data collection and analysis, and role play and presentations.

7. STUDY PLAN

The course targets the 25 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 37.5 class hours. The study plan below describes the learning outcome for each lesson; described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of the students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Basic Business Principles and Vocabulary 1. Understand the main industry groups and sectors; Summarize common types of business models and management structures, business cycles and the investment cycle. 2. Apply useful vocabulary for describing these cycles. (CK1, CK2)	<i>Course introduction</i> <i>Lecture</i> <i>Discussions: introductions</i> Reading: Break Even analysis Subject background. Lead-in Activities
2	The education business 1. Create resume, CV, job interview and cover letters. 2. Apply vocabulary related to careers and education, in particular lexis which would be useful for interviews or for writing a job application. (CCIT1)	<i>Reading activity:</i> <i>internet research</i> <i>Listening and discussion</i>

		Reading: What price a degree? Vocabulary Chapter 1: Building a career
3	Grammar: Tense review 1. Use grammar points (verb tenses). 2. Produce accomplishment statements. Create a list of key points to remember when describing your accomplishments in a resume or interview. (CK1, CCIT1)	<i>Review activities</i> <i>Discussion and internet research</i> Listening activity: Role-play: Balloon debate. Chapter 1: Building a career
4	Interviewing: giving reasons 1. Demonstrate expansion on points when speaking, by giving good reasons in an interview. 2. Produce an effective cover letters to accompany a CV, when applying for a new job or placement and present oneself positively, using appropriate verb (CK2, CC2)	<i>Discussion</i> <i>Listening:</i> Speaking: Interviewing Writing: Cover letters Case study Chapter 1: Building a career (Quiz 1)
5	IT Solutions 1. Evaluate the pros and cons of IT in the workplace. Compare and contrast sides of an argument and give your own views. Use appropriate vocabulary in relation to the world of IT (CC2)	<i>Reading activity:</i> <i>Group discussion</i> <i>Listening activity:</i> Reading: Chapter 2: Information
6	Grammar: Comparing solutions and getting help 1. Use grammar points (comparatives and superlatives). 2. Demonstrate the use of useful expressions in telephoning. Analyze and write memos. (CK2, CC2)	<i>Lecture</i> <i>Discussion</i> Speaking: Telephoning Role-play: Writing; memos Chapter 2: Information
7	Writing: Memos 1. Develop techniques on formal phone conversation in business; develop confidence in making and answering telephone calls. 2. Compose effective memos, with particular attention to formatting and style. (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Listening and note-taking</i> Reading Case study: Meteor Bank Chapter 2: Information (Quiz 2)
8	What quality means 1. Understand the concept of quality; the Japanese approach to quality in manufacturing. 2. Use key expressions to talk about quality and standards. (CC1, CK1)	<i>Lecture</i> <i>Discussion</i> Reading: Two kinds of quality Listening Speaking Chapter 3: Quality
9	Grammar: Passive structures and have something done 1. Use grammar points (passive structures; affirmatives, negatives, modals and have something done) to talk primarily about machines and their functioning. 2. Develop techniques for delivering presentations (CC1)	<i>Lecture</i> <i>Practice activities</i> Speaking: Delivering presentations. Listening Case study: Zaluski Strawberry Chapter 3: Quality

10	Writing: Emailing and letter writing 1. Develop levels of formality in writing letters and emails. Utilize formal and informal expressions in writing emails. 2. Organize and deliver an effective presentation, so that it is involving and clear for the audience. 3. Understand specific phrases used to structure talk and guide listeners. (CK2, CCIT1, CCIT2)	<i>Lecture</i> <i>Discussion</i> Reading Listening activity: Internet research activity: email phrase bank Chapter 3: Quality (QUIZ 3)
11	The project team 1. Build an effective team of any kind. Develop project management skills and the use of Gantt charts in project planning. 2. Apply vocabulary for describing character (managing people and projects). 3. Use collocations relating to project management. (CK2, CC3)	<i>Discussion</i> Reading: Smells like team spirit Listening activity: Group work: Chapter 4: Feedback
12	Grammar: Regrets, speculation and habits 1. Use grammar points (past modals, third conditional and used to; be/get used to). 2. Understand procedures for coaching team members. Understand the importance of giving clear and constructive criticism and of recognizing merit when in a managerial position. 3. Apply language used in verbal feedback. (CK2, CI1, CCIT2)	<i>Lecture</i> <i>Discussion</i> Reading Listening activity Speaking Role-play: an interview Chapter 4: Feedback
13	Writing reports 1. Develop abilities to write effective reports. 2. Apply useful linking phrases and style/format. 3. Examine problems between staff members and management (case-study) in an oil company. 4. Understand decision making processes. (CC3, CI1, CCIT2)	<i>Lecture</i> <i>Discussion</i> Writing Reading Case-study: Trident Oversea Chapter 4: Feedback (Quiz 4)
14	Social media marketing 1. Learn about the relatively new but growing phenomenon of social media marketing and how this trend is changing the face of marketing. 2. Understand the different aspects of marketing. 3. Apply the vocabulary in sales promotion, advertising and other related field. (CC3; CCIT2)	<i>Lecture</i> <i>Group Discussion</i> Reading: Social marketing doesn't have to suck Listening activity: Chapter 5: Selling more
15	Grammar: Questions for persuading 1. Use question tags to make conversations more interactive and more specifically, to either check information or to persuade. 2. Use of negative questions, for suggesting and persuading. Develop confidence on how to deal effectively with objections when trying to sell a product to a customer. (CI1, CCIT2)	<i>Lecture</i> Listening activity: Practice exercise Internet research Speaking Chapter 5: Selling more

16	Writing: Mailshots and sales letters 1. Compose an effective attention-grabbing mailshot with a particular focus on organization and stylistic devices. 2. Prepare for negotiation, and in so doing draws together elements from the earlier grammar and speaking modules in this chapter.(CI1)	<i>Discussion</i> <i>Lecture</i> <i>Writing</i> Listening activity: Case-study: Backchat Communication Chapter 5: Selling more (Quiz 5)
17	Developing a business 1. Understand how to set up a new business, with a particular focus on the difficulties of getting funding. 2. Apply a variety of vocabulary related to funding a start-up and the use of the language in context. (CC1, CC2, CC4)	<i>Lecture</i> <i>Reading activity: Five simple rules for building a blockbuster brand.</i> Listening: Discussion and presentation Chapter 6: New Business
18	Grammar: Future continuous and future perfect 1. Use future perfects (simple and continuous) within contexts relating to schedules, plans, predictions and forecasts. Develop skills on delivering very good presentations, and more particularly how to deal confidently with questions from the audience. (CC4, CCIT2)	<i>Lecture</i> <i>Practice exercise:</i> Listening: Discussion and presentation Chapter 6: New Business
19	Writing a company profile 1. Compose a convincing and organized company profile for a website, customer proposal, social media site, business plan, brochure or magazine article. 2. Understand how to make a pitch for a new business idea. (CCIT1, CCIT2, CI1)	<i>Lecture</i> <i>Discussion</i> Reading Listening. Presentation Case-study: Angels or demons? Chapter 6: New Business (QUIZ 6)
20	Accountants 1. Understanding both the traditional and current views of accountancy and accountants. 2. Analyze the types of financial documents and their contents, with the associated terminology. 3. Use verbs to do with enabling and preventing, in the context of these financial documents. (CCIT2, CC2)	<i>Lecture</i> <i>Discussion</i> Reading Listening activity: Chapter 7: Financial Control
21	Grammar: Cause and effect, ability, articles 1. Use verbs and phrases for talking about cause and effect, and verbs for describing ability, and the use of articles a/an, the and no article. 2. Apply strategic language to help them understand and participate in meetings more effectively. 3. Understand how to write minutes for meetings (CK1, CK2, CC1)	<i>Lecture</i> <i>Discussion</i> <i>Reading</i> <i>Listening.</i> <i>Speaking</i> <i>Writing</i> Case-study: Car-Glazer Chapter 7: Financial Control(Quiz 7)
22	Fair trade or free trade? 1. Understand the topic of fair trade versus free trade. Understand the pros and cons of fair trade through reading and discussion. 2. Produce contracts using the correct vocabulary. Understand unethical behavior, and the language of corporate crime. (CC2; CC4)	<i>Lecture</i> <i>Discussion</i> Listening activity: Reading: Why fair trade is a bad deal Chapter 8: Fair Trade

23	Grammar: Obligation and permission, inversion 1. Use can, can't, must, mustn't, have to, don't have to, (not) be allowed to talk about obligation and permission in legal documents. 2. Identify factors for successful negotiations. (CK1, CC1, CCIT2)	<i>Lecture</i> <i>Discussion</i> Reading activity: Speaking Listening Chapter 8: Fair Trade (Quiz 8)
24	Writing a letter of complaint 1. Understand expressions for negotiating a compromise and negotiating a deal diplomatically. 2. Understand assertive writing in terms of tone of complaints. Produce formal letters and emails of complaint in an appropriately formal yet assertive style. (CK1, CK2, CC2, CC4)	<i>Lecture</i> <i>Discussion</i> <i>Writing: Writing a letter of complaint</i> Reading: Case-study: Green Hill Coffee Chapter 8: Fair Trade
25	FINAL EXAM REVIEW	<i>Lecture and review of chapters 1 to 8.</i> <i>Group discussion on course and exam questions</i>
Total Hours: 37.5 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Macmillan Education 2013, The Business B2 Upper Intermediate, Frances Watkins and Paul Emmerson with Mike Sayer, First edition published 2008.
2. Pearson Education Limited 2010, Accounting and Finance Market Leader, Sara Helm, First published in 2010.

References

1. Language Success Press 2010, Speak Business English like an American, Amy Gillett, First published in 2006
2. Cambridge University Press, English for Business Studies, Ian Mackenzie, 3rd Edition
3. Cambridge University Press, English for the Financial Sector, Ian Mackenzie
4. Financial Times magazines

ENGLISH FOR ACCOUNTING 2

ENGL 222

COURSE SPECIFICATION



Sean Michael Stack

British
Lecturer



Ediri Okoloba Anderson, MA

Nigeria
Assistant Professor

1. AIM

This course aims to improve students' English for accounting and business. Helping them become more confident, fluent and accurate. It also aims to enhance students' English skills in negotiating, collaborating, problem solving, explaining operations, and communicating with business clients. The course also raises students' awareness of cross-cultural issues to prepare students to communicate effectively in global situations.

The English for Accounting 1 also supports CamEd's students in their other studies. Starting from 2nd year onwards, all classes are conducted in English with internationally prepared examinations. This course strengthens students' ability in reading, writing, listening and speaking in English, providing them the confidence to participate in class group activities, progress with lessons and prepare them for their examinations.

2. COURSE DESCRIPTION

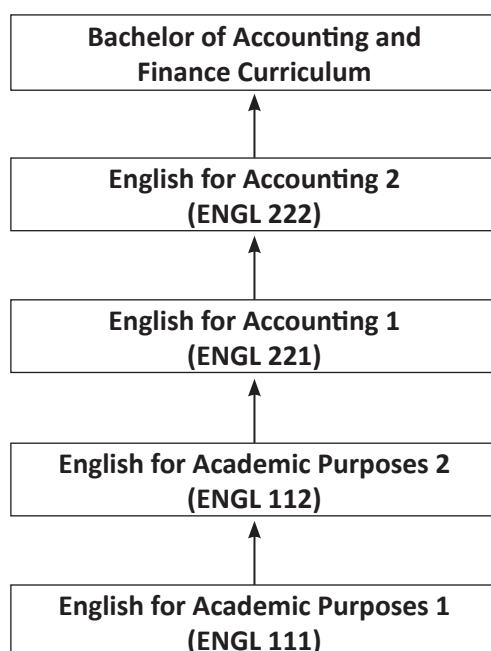
Continuing from English for Accounting 1, this course further enhances students' ability in using English for professional business purposes including verbal and written communication in English in the form of properly formatted letters, emails, reports and memos that are commonly used in day-to-day work. It also provides students with international business terminology, preparing them to communicate in an internationally working environment where they interact with investors for potential business opportunities. This course also supports students with numerous opportunities for discussions and covers a wide range of subject area, including:

- Personal development and career in accounting and finance
- Explaining business fundamentals, processes and operations
- Sales, marketing and negotiating
- Corporate image and investment
- Managing conflict and risk management
- Auditors-client communication and meeting

Credits: 2.5

	<u>Hours</u>
Lecturer Hours	: 37.5
Self-Study Hours	:
Reading	: 22.5 (137 pages, read and answer questions)
Presentation	: 15.5 (Group and individual presentations)
Homework	: 10 (Topic units' homework and reviews)
Field work	: 11.5 (Gathering data for short reports)
Big Assignments	: <u>15.5</u> (Internet research, writing, and summarizing)
	75
Total Study Hours	: 112.5

3. ROLE IN CURRICULUM



Prerequisites

Students must have completed English for Accounting 1.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Apply	PK1, PK4	CK1	Apply English language vocabulary specific to business.
Apply	PK1, PK2, PK4	CK2	Use English Language for the purposes of accounting, auditing and finance.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1, PC3	CC1	Compose informal and formal business format reports, articles, emails, letters and memos
Create	PC1, PC5, PC6	CC2	Create professional business correspondence in English.
Analyze	PC2	CC3	Distinguish structures and roles in corporate organizations.
Apply	PC1, PC7	CC4	Operate international trade concepts (such as ordering and supplying goods and services, answering and making enquiries, making offers, placing and acknowledging orders).

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT3, PCIT4,	CCIT1	Integrate Microsoft Word and PowerPoint in business presentations and correspondences
Analyze	PCIT2, PCIT3, PCIT4	CCIT2	Organize group discussions, pairwork and team-work with confidence (using online tools).

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Create	PIP1, PIP2, PIP3	CCI1	Manage team projects and assignments productively.

5. TEACHING METHODS

Teaching methods may include:

- Individual work, pair work, group work, whole class work
- Homework
- Big Assignments
- Tests and examinations
- Presentation
- Discussion, reflection, and reaction
- Inquiry-based approaches (library and field work)
- Didactic questioning
- Technology support (computer and Internet)

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance	10%	All CK, CC, CIP, CCIT	PK1, PK2, PK4, PC1, PC3, PC5, PC6, PCIT3, PCIT4, PIP1, PIP2, PIP3
In-class tests	20%	All CK, CC, CIP, CCIT	PK1, PK2, PK4, PC1, PC3, PC5, PC6, PCIT3, PCIT4, PIP1, PIP2, PIP3
Assignments	20%	All CK, CC, CIP, CCIT	PK1, PK2, PK4, PC1, PC3, PC5, PC6, PCIT3, PCIT4, PIP1, PIP2, PIP3
Midterm exam	25%	CK1, CK2, CCIT1	PK1, PK2, PC1, PC5, PC6, PCIT3, PCIT4
Final exam	25%	CK1, CK2, CC2, CC3, CC4, CCIT1	PK1, PK2, PC1, PC5, PC6, PCIT3, PCIT4
Total grading score	100%		

During the course, there are several assignments:

- Work Group : Individual and Group
- Output format : Writing and Presentation
- Language : English
- Assignment : Writing reports, memos, and business conversation, field work data collection and analysis, and role play and presentations.

7. STUDY PLAN

The course targets the 25 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 37.5 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Business Fundamentals - Review the main industry groups, company types and structure, business and investment cycles. Review financial statements and recruitment processes. - Apply useful vocabulary for describing these business fundamentals. (CK1, CK2)	<i>Course introduction</i> <i>Lecture</i> <i>Discussions: introductions</i> Reading: Course background. Lead-in Activities

2	Personal Development - Understand top tips for getting on in the workplace. - Build skills and qualities that will lead to behavioral competencies and setting goals. - Apply vocabulary related to behavioral competencies and setting goals. (CCI1)	<i>Reading activity: internet research</i> <i>Listening and discussion</i> Reading: Top tips for getting on in the workplace Vocabulary Chapter 1: Personal development
3	Grammar and writing: Tense, aspect and voice - Review of aspect. Study many different verb forms with examples and use the passive voice. - Write a professional biography. (CK1, CCIT1)	<i>Review activities</i> <i>Discussion and internet research</i> Listening activity: Exercises and writing Speaking. Chapter 1: Personal development
4	Management Skills: Self awareness and Communication. - Demonstrate knowledge of self-awareness. - Write down words that describes you or how you are perceived at the workplace and: - Present oneself positively, using the appropriate adjectives. (CK2, CC2)	<i>Discussion</i> <i>Listening: the Johari window</i> Game: truth game Internet research Chapter 1: Personal development (Quiz 1)
5	Corporate image - Describe corporate image. - Understand strategies for building corporate image. Use appropriate vocabulary in relation to corporate social responsibility. (CC2)	<i>Reading activity: The Big McMakeover.</i> <i>Group discussion and listening</i> activity: Presentation: Chapter 2: Corporate image
6	Grammar and writing: The future, tentative and speculative language - Review of future forms. - Demonstrate the use of tentative language in speaking and writing. - Compose newsletter articles. (CK2, CC1 & 2)	<i>Lecture</i> <i>Discussion</i> <i>Speaking:</i> <i>Analysis</i> <i>Writing; newsletter articles</i> Chapter 2: Corporate image
7	Management skills: Time management Develop skills for prioritizing and delegating tasks. (CC1)	<i>Discussion</i> <i>Listening</i> <i>Analysis</i> Case study: Pixkel Inc Chapter 2 : Corporate image (Quiz 2)
8	Supply chain - Understand the concept of outsourcing. - Apply vocabulary related to logistics: supply chain, strategic decision stages and reverse logistics. (CC1, CK1)	<i>Lecture</i> <i>Discussion</i> <i>Reading: The Indian Machine</i> <i>Listening</i> <i>Speaking</i> Chapter 3: Supply chain

9	Grammar: Noun phrases 1. Build noun phrases: using relative clauses with the correct relative pronoun or adverb (that, which, who, whom, when where, why and how). 2. Define relative clauses in describing products and systems. 3. Write business emails: greetings and salutations, expressions with as, levels of formality. (CC1)	<i>Lecture</i> <i>Practice activities</i> <i>Speaking:</i> <i>Listening</i> <i>Writing</i> <i>Group work/pair work</i> Chapter 3: Supply chain
10	Management skills: Managing change 1. Utilize JM Fisher's Process of Transition to analyze your own experience of change. (CK2, CCIT1, CCIT2)	<i>Lecture</i> <i>Discussion</i> <i>Listening activity</i> <i>Group work/pair work</i> <i>Internet research activity</i> <i>Case study: WEF Audio:</i> Chapter 3: Supply chain (QUIZ 3)
11	Managing conflict 1. Build an effective management style. Develop skills for managing conflict. 2. Apply vocabulary related to office conflict and conflict management strategies (managing people and conflicts). 3. Use collocations relating to conflict management. (CK2, CC3)	<i>Discussion</i> <i>Reading: Managers from hell</i> <i>Listening activity:</i> <i>Internet research</i> <i>Group work: role-play</i> Chapter 4: Managing conflict
12	Grammar: Conjunctions 1. Use subordinators and coordinators. Give practices in using "linkers" in gapped sentences. 2. Understand how to express meanings through subordinators. 3. Write letters: tone, sounding diplomatic, forceful or aggressive. (CK2, CCI1, CCIT2)	<i>Discussion</i> <i>Reading</i> <i>Listening activity</i> <i>Speaking</i> <i>Writing</i> <i>Group work</i> Chapter 4: Managing conflict
13	Management skills: Assertiveness 1. Develop strategies for improving one's assertiveness in the workplace and provides opportunities to practice expressing one's self assertively in English. (CC3, CCI1, CCIT2)	<i>Lecture</i> <i>Discussion</i> <i>Writing</i> <i>Reading</i> <i>Case-study: Olvea Brasil</i> Chapter 4: Managing conflict (Quiz 4)
14	Marketing and sales 1. Learn about strategic marketing and partnering and how this trend is changing the face of marketing. 2. Understand strategic marketing planning. 3. Apply the vocabulary in marketing, marketing collocations and brand strategy. (CC3; CCIT2)	<i>Lecture</i> <i>Group Discussion</i> <i>Reading: A recipe for success (how to develop a strategic marketing plan)</i> <i>Listening activity:</i> Chapter 5: Marketing and sales
15	Grammar: Prepositions 1. Use the grammar of prepositions and its accuracy of use. 2. Understand idiomatic prepositional phrases. 3. Write business proposals, its structure, reason, purpose and concessive clauses. (CCI1, CCIT2)	<i>Lecture</i> <i>Listening activity:</i> <i>Practice exercise</i> <i>Writing</i> <i>Internet research</i> Chapter 5: Marketing and sales

16	Management skills: Active listening 1. Develop active listening techniques, skills for asking questions. 2. Prepare discussions and role-play active listening. (CCI1)	<i>Discussion</i> <i>Lecture</i> <i>Writing</i> <i>Listening activity:</i> <i>Group work: Role-play</i> <i>Case-study: Presnya Taxi</i> Chapter 5: Selling more (Quiz 5)
17	Risk management 1. Understand crises situation and crises management in the workplace. 2. Apply a variety of key vocabulary related to risk management, digital risk and litigation. (CC1, CC2, CC4)	<i>Lecture</i> <i>Reading activity: Damage control & Enterprise Risk Management</i> <i>Discussion</i> <i>Internet research</i> Listening: Chapter 6: Risk management
18	Grammar: Perspective and stance 1. Identify the use of grammar in expressing perspectives and stance. 2. Write reports: structuring a corporate report, learning key expressions for corporate reports and making recommendations in a report. (CC4, CCIT2)	<i>Lecture</i> <i>Practice language focus:</i> <i>Listening:</i> <i>Speaking</i> <i>Discussion in pairs.</i> Chapter 6: Risk management
19	Management skills: Communicating in a crisis 1. Develop crisis communication strategies. 2. Make alliterations and analogies when speaking (CCIT1, CCIT2, CCI1)	<i>Discussion</i> <i>Reading</i> <i>Listening.</i> <i>Internet research</i> <i>Case-study: Perigord Gourmet</i> Chapter 6: Risk management (QUIZ 6)
20	Investment banks 1. Understand investment banking. 2. Analyze types of investment. 3. Use investment jargons or vocabulary related to the field of investment. (CCIT2, CC2)	<i>Lecture</i> <i>Discussion</i> <i>Reading: Investment banks heroes or zeroes?</i> Listening activity: Chapter 7: Investment
21	Grammar: Inversion and emphasis 1. Understand how stressing different words in the sentence inverted conditionals and emphatic structures to reformulating emphasis. 2. Analyze financial reports. Management skills: Decision-making 1. Use grid analysis as a useful decision-making tool. (CC3, CC4, CCIT1, CCI1)	<i>Internet research</i> <i>Discussion</i> <i>Reading</i> <i>Listening.</i> <i>Speaking</i> <i>Writing</i> <i>Case-study: Lesage Automobile</i> Chapter 7: Investment (Quiz 7)
22	Free trade 1. Understand the topic of free trade. 2. Understand the arguments for and against free trade through reading and discussion. 3. Apply new methods for forming new words using acronyms and affixes. (CC2, CC4)	<i>Lecture</i> <i>Discussion</i> <i>Listening activity:</i> <i>Reading: The price of being a fortress.</i> Chapter 8: Free trade

23	Grammar: Phrasal and prepositional verbs 1. Identify most common phrasal verbs. Management skills: Leading the team 1. Understand team roles and team function. (CK1, CC1, CCIT2)	<i>Lecture</i> <i>Discussion</i> <i>Reading activity:</i> <i>Speaking</i> <i>Listening</i> Chapter 8: Free trade
24	Writing: Style 1. Write with appropriate style. Adverb and adjective collocations. (CC2, CC4)	<i>Lecture</i> <i>Discussion</i> <i>Writing: Writing an email in appropriate style</i> <i>Reading:</i> Case-study: The cartel Chapter 8: Fair Trade (Quiz 8)
25	FINAL EXAM REVIEW	<i>Lecture and review of chapters 1 to 8.</i> <i>Group discussion on course and exam questions</i>
Total Hours: 37.5 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Macmillan Education 2013, The Business C1 Advanced, John Allison, Rachel Appleby and Edward de Chazal, First edition published 2013.
2. Pearson Education Limited 2010, Accounting and Finance Market Leader, Sara Helm, First published in 2010

References

1. Language Success Press 2010, Speak Business English like an American, Amy Gillett, First published in 2006
2. Cambridge University Press, English for Business Studies, Ian Mackenzie, 3rd Edition
3. Cambridge University Press, English for the Financial Sector, Ian Mackenzie
4. Financial Times magazines

MICROECONOMICS

ECON 201

COURSE SPECIFICATION



Ky Sereyvath, PhD

Cambodia
Professor



Tapas Ranjan Dash

India
Professor

1. AIM

This course will give students a foundation in the core principles of microeconomics. By understanding and applying these principles, students will gain the ability to think like an economist. Primarily, students will gain a deeper understanding of how and why individuals and organizations make the economic choices they do.

Graduates from the bachelor of accounting and finance program are expected to take a wide range of roles in business, government, and nonprofit organizations. In each of these roles, a general understanding of economic principles is important in order to understand why individuals and firms act the way they do.

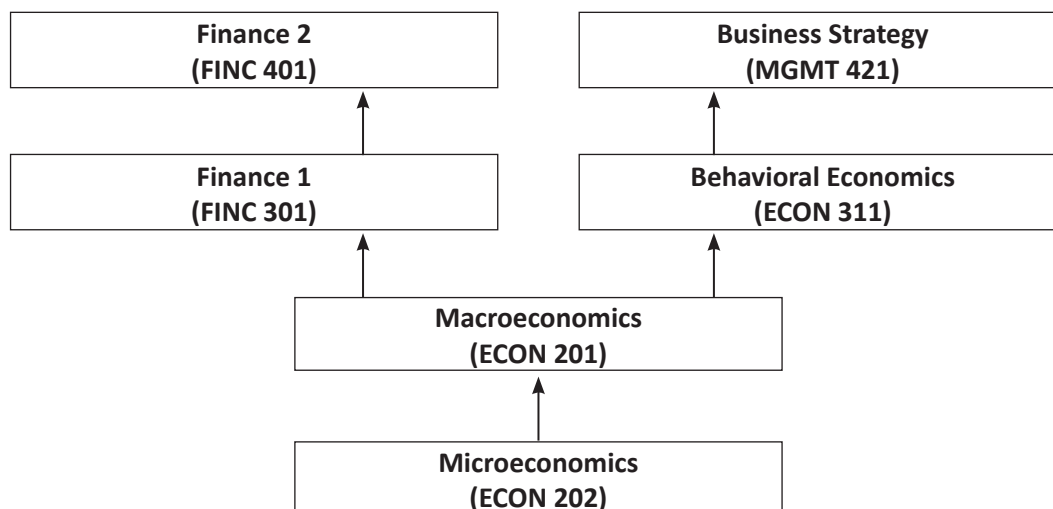
2. COURSE DESCRIPTION

This course will focus on seven core economic principles: scarcity, cost-benefit principle, incentive principle, comparative advantage, opportunity cost, efficiency, and equilibrium. By focusing on these core principles, students will leave the course with a mastery of the foundations of microeconomics.

Credits:

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	84 (97 pages of technical reading)
Review :	24
Assignment :	<u>21</u>
	129
Total Study Hours :	174

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course. This course will complement the Macroeconomics course.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the core principles of economics.
Understand	PK1	CK2	Explain individual choices given the limited resources of the world and how that affects the behavior of people, prices, and markets.
Understand	PK4	CK3	Discuss what markets are, how they function, and the role of supply and demand in determining prices and output.
Understand	PK3	CK4	Discuss how economics applies to certain public policy issues, such as labor markets, taxes, and environmental regulation.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC1	CC1	Analyze all microeconomic variables.
Analyze	PC5	CC2	Analyze graphs, and interpret production, behavior of market, and strategies.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PCIT3	CCIT1	Calculate all economics variables by using graphs and excel.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Work in groups to solve the problem and assignment.

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately two-thirds of the class will be devoted to lecture, with the rest of the class reserved for working on problem sets and reviewing solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	All	PK1, PK3, PK4, PC1, PC5, PCIT3, PIP2
Homework	10%	All CK, All CC, CCIT1	PK1, PK3, PK4
Research Paper Assignments	20%	All CK, All CC, CCIT1, CIP1	PK1, PK3, PK4, PC1, PC5, PCIT3, PIP2
In-class tests	20%	All	PK1, PK3, PK4, PC1, PC5, PCIT3, PIP2
Midterm exam	20%	CK1-CK3, all CC, CCIT1	PK1, PK3, PK4, PC1, PC5, PIP2
Final exam	20%	All	PK1, PK3, PK4, PC1, PC5, PCIT3, PIP2
Total grading score	100%		

During the term, there will be two assignments:

Assignment 1 - Productivity and Comparative Advantage

- Work Group : Individual
- Output format : APA Format Report
- Language : Khmer (English allowed for non-Khmer speaking students)
- Assignment : The first assignment requires each student to research individually on productivity and comparative advantage model. This research is desk research.

Assignment 2 - Cost Analysis of Perfect Competition/Imperfect Competition

- Work Group : Group
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : The second assignment requires the student to do group research on cost analysis of perfect competition / imperfect competition. To do this, the students are required to choose a specific firm for data collection and analysis. This research require both desk research and in-person interviews with practitioners.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Microeconomics 1. Describe the concept of economics (CK1, CK2) 2. Explain the meaning of wealth (CK1, CK2) 3. Discuss the difference between Macroeconomics and Microeconomics (CK1, CK2, CK3)	<i>Lecture</i> <i>Discussion</i> Reading: References: Textbook Preface vii-x Connect xviii-xix Chapter 1 pp 1-2
2	Thinking like an Economist 1. Describe the principle of scarcity and cost-benefit analysis (CK1, CK2, CC1) 2. Describe the concept of margin on the 3 pitfalls (CK1, CK2, CC1) 3. Discuss on Incentive principle (CK1, CK2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter pp 2-12 Appendix pp 20-29
3	Comparative Advantage 1. Discuss on opportunity Cost (CK1, CK2) 2. Illustrate Comparative Advantage (CK1, CK2)	<i>Lecture</i> <i>Practice</i> <i>Quiz 1</i> Reading: References: Textbook Chapter 2 pp 31-36
4	Comparative Advantage 1. Discuss the tradeoff model in production (CK1, CK2) 2. Construction Production Possibility (CK1, CK2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 2 pp 37-42
5	Comparative Advantage 1. Describe the concept of international trade and the gain from trade (CK1, CK2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 2 pp 42-49
6	Supply and Demand 1. Describe the difference between economic systems (CK4) 2. Describe the concept of demand and supply (CK3, CC2) 3. Discuss factor changing in demand and supply (CK3, CC2)	<i>Lecture</i> <i>Quiz 2</i> Reading: References: Textbook Chapter 3 pp 55-61

7	Supply and Demand 1. Illustrate the Market equilibrium (CK3, CC2) 2. Describe the determinants of Demand and Supply on market equilibrium (CK3, CC2)	<i>Lecture</i> <i>Discussion</i> Reading: References: Textbook Chapter 3 pp 62-81
8	Elasticity 1. Demonstrate the behavior of demand respond to the price changes (CK3) 2. Demonstrate the factors changes in price elasticity of demand (CK3, CC1) 3. Analyze the total expenditure (CK3, CC1, CCIT1)	<i>Lecture</i> <i>Discussion</i> <i>Quiz</i> Reading: Chapter 4 pp 87-94
9	Elasticity 1. Demonstrate the behavior of demand respond to the income and price of related goods changes income elasticity of demand (CK3, CC1) 2. Illustrate the cross-price elasticity of demand (CK3, CC1, CCIT1) 3. Demonstrate the behavior of supply respond to the price changes (CK3, CC1)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 4 pp 95-105
10	Demand 1. Describe the concept formulation of demand (CK3) 2. Compare Want, need, and Demand (CK3) 3. Discuss on Rational spending rule (CK3, CC1)	<i>Lecture</i> <i>Discussion</i> Reading: References: Textbook Chapter 5 pp 113-124
11	Demand and Perfectly Competitive Supply 1. Demonstrate of maximize utility and translation of utility to demand (CK3, CC1) 2. Describe the concept of demand and consumer surplus (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> <i>Quiz 3</i> Reading: References: Textbook Chapter 5 pp 125-132
12	Perfectly Competitive Supply 1. Describe the relationship between opportunity cost and supply (CK3) 2. Illustrate profit maximizing firm (CK3) 3. Describe graph of production cost and its demonstration in short run (CK3, CC1, CC2, CCIT1)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 6 pp 149-157
13	Perfectly Competitive Supply 1. Describe graph of production cost and its demonstration in short run (CK3, CC1, CC2, CCIT1) 2. Analyze the shutdown and maximize profit condition (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 6 pp 157-169
14	Efficiency, Exchange, and the Invisible Hand 1. Describe the central role of economic profit (CK3, CC1) 2. Describe how to allocate the resource and Invisible hand theory (CK3, CC1, CC2)	<i>Lecture</i> <i>Discussion</i> <i>Quiz 4</i> Reading: References: Textbook Chapter 7 pp 173-185

15	Efficiency, Exchange, and the Invisible Hand 1. Analyze the economic rent (CK3) 2. Describe the market equilibrium and social efficiency (CK3, CC1, CC2)	<i>Lecture</i> <i>Discussion</i> Reading: References: Textbook Chapter 7 pp 186-197
16	Monopoly, Oligopoly, and Monopolistic Competition 1. Describe the difference of perfect and imperfect competition (CK3) 2. Describe the concept of market power and economies of scale (CK3, CC1)	<i>Lecture</i> <i>Quiz 5</i> Reading: References: Textbook Chapter 8 pp 203-208
17	Monopoly, Oligopoly, and Monopolistic Competition 1. Demonstrate the cost of monopolist (CK3, CC1, CC2) 2. Profit Maximizing in monopolist (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 8 pp 209-215
18	Monopoly, Oligopoly, and Monopolistic Competition 1. Analyze the invisible hand breaks down in monopolist (CK3, CC1, CC2) 2. Describe and demonstrate price discrimination and profit (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 8 pp 215-228
19	Games and Strategic Behavior 1. Discuss the effects of dominants strategy (CK3) 2. Apply Prisoner's Dilemma game theory (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> <i>Quiz 6</i> Reading: References: Textbook Chapter 9 pp 237-242
20	Games and Strategic Behavior 1. Analyze the game in timing matter (CK3, CC1, CC2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 9 pp 243-253
21	Economics of Information 1. Explain how middleman adds value (CK3, CC1) 2. Use of rational concept to find optimal amount of information (CK3, CC1)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 12 pp 325-332
22	Economics of Information 1. Describe the asymmetric information (CK3, CC1) 2. Discuss how to response to the asymmetric information (CK3, CC1)	<i>Lecture</i> <i>Practice</i> <i>Quiz 7</i> Reading: References: Textbook Chapter 12 pp 333-345
23	Labor Markets, Poverty, and Income Distribution 1. Describe the relationship between wage and marginal productivity (CK2, CK3, CC1, CC2, CCIT1) 2. Illustrate the determinants of wage and employment (CK2, CK3, CC1, CC2, CCIT1)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 13 pp 349-352

24	Labor Markets, Poverty, and Income Distribution 1. Discuss on the value of work and different earning (CK2, CK3, CC1)	<i>Lecture</i> <i>Practice</i> <i>Quiz 8</i> Reading: References: Textbook Chapter 13 pp 353-360
25	Labor Markets, Poverty, and Income Distribution 1. Discuss on income inequality and income distribution (CK4, CC1) 2. Discuss on methods of Income Redistribution (CLO CK4, CC1, CC2)	<i>Lecture</i> <i>Practice</i> <i>Quiz 9</i> Reading: References: Textbook Chapter 13 pp 360-360
26	Public Goods and Tax Policy 1. Discuss on Public Goods and Private Goods (CK4) 2. Analyze paying for Public Goods (CK4)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 14 pp 373-378
27	Public Goods and Tax Policy 1. Demonstrate demand curve for Public Goods (CK4) 2. Discuss on Private Provision of Public Goods (CK4)	<i>Lecture</i> <i>Practice</i> <i>Quiz 10</i> Reading: References: Textbook Chapter 14 pp 379-387
28	International Trade and Trade Policy 1. Demonstrate comparative advantage as basic of trade (CK1, CK2) 2. Demonstrate production and consumption possibility (CK1, CK2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 15 pp 397-403
29	International Trade and Trade Policy 1. Demonstrate production and consumption possibility (CK1, CK2) 2. Supply and Demand perspective on trade (CK1, CK2) 3. Protectionist policies (CK1, CK2)	<i>Lecture</i> <i>Practice</i> Reading: References: Textbook Chapter 15 pp 404-418
30	Review (all CK, CC, CCIT, CIP)	
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

- Robert Frank, Ben Bernanke, Kate Antonovics, and Ori Heffetz. Principles of Microeconomics, 7th Edition. McGraw-Hill, 2018.

References

- Paul Krugman, and Robin Well, Economics, 5th edition, MacMillan Learning, 2018.
- Selected articles from The Phnom Penh Post and The Cambodia Daily newspapers.



MACROECONOMICS

ECON 202

COURSE SPECIFICATION



Ky Sereyvath, PhD

Cambodia
Professor



Tapas Ranjan Dash

India
Professor

1. AIM

This course aims to give students a wider range of macroeconomic issues by using theory or models which can be applied to the real world, society, and business. There are three main goals. First, students will be able to discuss the basic measurement of national accounts in both close and open economies, inflation, unemployment, and economic performance. Second, students will be able to understand and analyze the concepts of developing economies and growth, Macroeconomic policies, and Labor markets. Third, students will be able to apply the theory and understanding to real world issues.

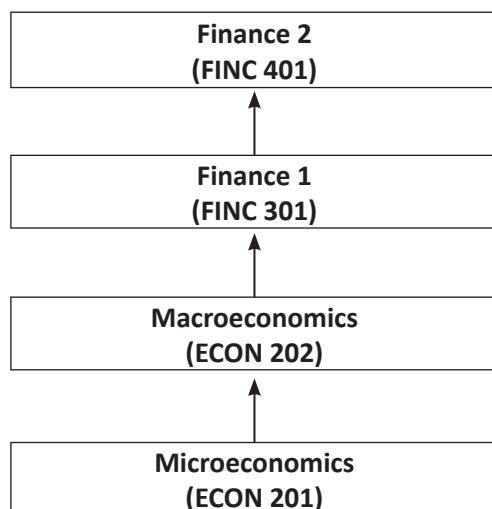
2. COURSE DESCRIPTION

Macroeconomics is a foundation subject of Business Administration, Accounting, Economics, Banking, Finance, Marketing which deals with the performance, structure, behavior, and decision-making of an economy as a whole, rather than individual markets. This includes national, regional, and global economies. This course aims to introduce the students to the concepts of economic structure, long-run macroeconomic performance, business cycles and environment and institutions of macroeconomic policy that influence the business performance and activities.

Credits: 3

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	:
Reading	: 84 (252 pages of technical reading)
Review	: 24
Assignment	: <u>21</u>
	129
Total Study Hours	: 174

3. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course. However, students will benefit from a basic understanding of Statistics and Microeconomics.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main points: economic structure, long-run macroeconomic performance, business cycles and environment and institutions of macroeconomic policy. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain GDP by income, value added, and expenditure approach and the basic concept of budget deficit and source of financing.
Apply	PK1	CK2	Explain the approach of production including impacts of changing in the labor market, and productivity.
Understand	PK1	CK3	Describe the basic concepts of consumption, savings, investment in closed and open economies and how they affect international finance and the balance of payments.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PK1	CK2	Explain the approach of production including impacts of changing in the labor market, and productivity.
Analyze	PC1	CC2	Analyze economic variable such as GDP, inflation, and unemployment, unemployment rate, consumer price index, inflation rate using basic methods
Analyze	PC6	CC3	Analyze the structure and functioning of government spending based on The Keynesian multiplier, fiscal policy, and monetary policy.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PCIT2	CCIT1	Analyze the communication of economics data by using excel and other software

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Work in a team to conduct and report research.

5. TEACHING METHODS

This course is basically mixed lecturer and student center. The students are provided lectures, in-class exercises, homework, and assignments. They are assigned to read the textbook and other references to read in order to support their learning. During class, approximately two-third of the class will be devoted to lecture with the rest of the class for discussion, exercises, and question-answer.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	All 4.1, All 4.2, All 4.3	PK1-3, PC1,PC6,PCIT1-2
In-class tests	20%	All 4.1, All 4.2, All 4.3	PK1-3, PC1,PC6,PCIT1-2
Homework	10%	All 4.1, All 4.2, All 4.3	PK1-3, PC1,PC6, PCIT1-2
Research Paper Assignments	20%	All	PK1-3, PC1,PC6, PCIT1-2, PIP2
Midterm exam	20%	CK1-4, CC1-2,CCIT1	PK1-3, PC1,PCIT1
Final exam	20%	All	PK1-3,PC1,PC6,PCIT1-2,PIP2
Total grading score	100%		

Assignment - Sector Growth Analysis

- Work Group : Group
- Output format : APA Format Report
- Language : English
- Assignment : The assignment requires group of students to research and evaluate and/or estimate growth of an economic sector in Cambodia on movement of labor, capital, and goods and services from/to Cambodia to/from other nation. This is desk research which requires linear regression.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction 1. Describe the Issues in Macroeconomics 2. Activities in Macroeconomics (All CC)	<i>Lecture</i> <i>Demonstration of graph</i> Reading: References: textbook Chapter 1 pp: 1-7
2	Measuring Economy: GDP 1. Explain the concepts of the three approaches of National income account (CK1) 2. Demonstrate on production, income, and expenditure approach (CC2, CCIT1)	<i>Lecture</i> <i>Calculation and Practice</i> Reading: References: textbook Chapter 2 pp: 22-35
3	Savings and Wealth 1. Discuss the concept and formula of Aggregate Saving (CK3) 2. Illustrate the use of private saving (CK3)	<i>Lecture</i> <i>Demonstration equations</i> <i>Quiz 1</i> Reading: References: textbook Chapter 2 pp: 36-39
4	Nominal GDP & Real GDP 1. Apply of Nominal GDP with calculation (CC2, and CCIT1) 2. Apply of Real GDP with calculation (CC2, and CCIT1) 3. Solve for GDP deflator (CC2, CCIT1)	<i>Lecture</i> <i>Calculation</i> <i>Practice</i> Reading: References: textbook Chapter 2 pp: 43-44
5	GDP Deflator, Price index inflation rate 1. Extend the use of GDP deflator (CC2) 2. Summarize the Price Index (CC2) 3. Demonstrate on Cost of Basket and CPI Calculation (CC2, CCIT1)	<i>Lecture</i> <i>Calculation</i> <i>Practice</i> <i>Quiz 2</i> Reading: References: textbook Chapter 2 pp: 45-49
6	Productivity, Supply Shock and MPK 1. Demonstrate on Production function properties (CK2 and CC1) 2. Discuss on Factors used for production (CK2) 3. Demonstrate on the production function relating output and labor (CK2 and CC1)	<i>Lecture</i> <i>Discussion</i> <i>Demonstration of function</i> <i>Practice</i>
	4. Demonstrate on derivative function of MPK from Production function (CK2 and CC1)	Reading: References: textbook Chapter 3 pp: 62-66
7	Demand and Supply for Labor and Equilibrium 1. Demonstrate on derivative function of MPN from Production function (CK2 and CC1) 2. Compare Labor demand and Real wage and determinants (CK2 and CC1)	<i>Lecture</i> <i>Graphing</i> <i>Practice</i> <i>Quiz 3</i> Reading: References: textbook Chapter 3 pp: 67-75

8	Supply for Labor and Equilibrium 1. Factors change in labor demand 2. Explain the trade-off between income and leisure trade-off (CK2) 3. Discuss the labor supply and real wage and determinants (CK2 and CC1) 4. Illustrate labor market equilibrium (CK2)	<i>Lecture</i> <i>Graphing</i> <i>Practice</i> Reading: References: textbook Chapter 3 pp: 76-86
9	Full-employment and Unemployment 1. Illustrate market equilibrium, employment and potential output (CC2) 2. Demonstrate on Unemployment and relationship between unemployment and inflation 3. Discuss the types of unemployment (CC2) 4. Calculate an unemployment rate (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Practice</i> Reading: References: textbook Chapter 3 pp: 86-91
10	Consumption, Savings, 1. Demonstrate on the 7 factors affecting the desired consumption and saving; and its effect (CK3)	<i>Lecture</i> <i>Discussion</i> <i>Quiz 4</i> Reading: References: textbook Chapter 4 pp: 109-121
11	Investment and Good Market Equilibrium (Closed Economy) 1. Demonstrate on the three factors affecting desired Investment (CK3) 2. Demonstrate on saving and investment affecting the equilibrium real interest rate in closed economy (CK3)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 4 pp: 122-143
12	Savings and Investment (Open Economy) 1. Illustrate the determination of domestic real interest rate in both small and large economy (CK3)	<i>Lecture</i> <i>Quiz 5</i> Reading: References: textbook Chapter 5 pp: 182-190
13	Long-Run Economic Growth and The Solow Model 1. Demonstrate on the three sources of GDP growth (CK4) 2. Discuss of saving rate, population growth affecting long-run living standard (CK4)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 6 pp: 208-216
14	Long-Run Living Standard and Gov. Policies 1. Discuss of saving rate, population growth affecting long-run living standard (CK4) 2. Discuss on Cambodian growth	<i>Lecture</i> <i>Discussion</i> Reading: References: textbook Chapter 6 pp: 217-229
15	Money, Demand for Assets 1. Discuss on types and role of money in the market (CK5) 2. Applying function of money in Cambodia situation (CK5)	<i>Lecture.</i> <i>Discussion</i> <i>Quiz 6</i> Reading: References: textbook Chapter 7 pp: 243-251

16	Demand for Money 1. Discuss the factors that affect how people choose which assets they own (CK5) 2. Apply Money Demand function (CK5) 3. Illustrate the Velocity and Quantity Theory of Money (CK5)	<i>Lecture</i> <i>Discussion</i> Reading: References: textbook Chapter 7 pp: 255-262
17	Asset Market Equilibrium 1. Discuss the fundamental of market equilibrium (CK5) 2. Demonstrate on inflation and money supply (CK5)	<i>Lecture</i> <i>Team discussion</i> Reading: References: textbook Chapter 7 pp: 264-270
18	IS-LM Model (FE & IS curve) 1. Demonstrate of factors affecting full-employment output and good market clearing (CC2, CC3)	<i>Lecture</i> <i>Quiz 7</i> Reading: References: textbook Chapter 9 pp: 315-318
19	IS-LM Curve 1. Demonstrate of factors affecting saving and investment in good market clearing (CK3, CC2) 2. Demonstrate of factors affecting money supply and money demand in asset market clearing (CK3, CC2)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 9 pp: 319-325
20	General Equilibrium IS-LM Model 1. Demonstrate of factors affecting money supply and money demand in asset market clearing (CK3, CC2) 2. Demonstrate on conditions necessary for general equilibrium using IS-LM Model (CK3, CC2)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 9 pp: 326-331
21	Price Adjustment and AD-AS Model 1. Discuss on effect of monetary expansion on general equilibrium (CK3, CC2) 2. Illustrate aggregate demand curve (CC2, CC3) 3. Illustrate aggregate supply shock (CC2, CC3) 4. Demonstration of implication of AD-AS model in general equilibrium (CK4, CC1, CC3)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 9 pp: 334-347
22	Wage and Price Rigidity 1. Illustrate Keynesian real wage rigidity and Price stickiness (CC2, CC3) 2. Discuss on wage efficiency model (CC2, CC3)	<i>Lecture</i> <i>Discussion</i> <i>Quiz 8</i> Reading: References: textbook Chapter 11 pp: 407-419
23	Monetary and Fiscal Policy in Keynesian Model 1. Demonstrate on Monetary and Fiscal Policy as Macroeconomic stabilization theory (CC3)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 11 pp: 420-433

24	Unemployment and Inflation 1. Discussion on Phillips curve relationship between unemployment and inflation (CC2) 2. Summarize an Expectation-Augmented Phillips Curve (CC3)	<i>Lecture</i> <i>Discussion</i> Reading: References: textbook Chapter 12 pp: 450-456
25	Problem of unemployment and inflation 1. Identify Long-term behavior of the unemployment rate (CC2) 2. Conclude the Cost of inflation (CC2)	<i>Lecture</i> <i>Quiz 9</i> Reading: References: textbook Chapter 12 pp: 461-466
26	Nominal and Real Exchange Rates 1. Demonstrate on how to determine exchange rate (CK5, CCIT1) 2. Apply Nominal and real exchange rates in framework of demand and supply (CK5, CCIT1)	<i>Lecture</i> <i>Practice</i> Reading: References: textbook Chapter 13 pp: 481-487
27	Determination of Exchange Rates and Net Exports 1. Discuss on the relationship between exchange rates and international trade (CK5, CC1)	<i>Lecture</i> <i>Discussion</i> Reading: References: textbook Chapter 13 pp: 488-501
28	Economic Policy and Exchange Rates 1. Macroeconomic policy in open economy with flexible-exchange rate (CK5, CC3) 2. Demonstrate on how does use of a fixed-exchange system affect an economy (CK5, CC3)	<i>Lecture</i> <i>Quiz 10</i> Reading: References: textbook Chapter 13 pp: 502-514
29	Government Spending and Taxation 1. Discuss how the government spending, taxing (CC2, CC3) 2. Analyze how fiscal policy affecting aggregate demand (CC2, CC3) 3. Explain automatic stabilizer (CC2, CC3) 4. Discuss on Cambodian government budget (CC2, CC3)	<i>Lecture</i> <i>Discussion</i> Reading: References: textbook Chapter 15 pp: 586-589
30	Review (all CK1-4, CC1-2, CCIT1)	
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Abel, Bernanke and Croushore, Macroeconomics, 8th Ed., (2014), Global Edition., Pearson. (ISBN-13: 978-0-273-79230-7 • ISBN-10: 0-273-79230-X).

References

1. N.Gregory Mankiw, Macroeconomics, 7th Ed., (2010), Worth Publishers. (ISBN-13: 978-1-4292-1887-0 • ISBN-10: 1-4292-1887-8).
2. Selected articles from The Phnom Penh Post and The Cambodia Daily newspapers.

ACCOUNTING INFORMATION SYSTEMS

ACCT 331

COURSE SPECIFICATION



Anil Kumar Makhija, PGDIM, MBA

India
Lecturer

1. AIM

This course aims to give students a foundation in accounting information systems, technology management, and applications that are commonly used in business settings and have broad application in business. There are three main goals. First, enable students to develop their knowledge and skills in relation to accounting information systems in achieving organizational objectives. Second, develop the ability of students to apply the knowledge they gain in relation to the life cycle and project management of information systems in a business environment. Third, further develop lifelong learning skills of independent learning and study in relation to accounting information systems. Finally, this class will hone students with case studies or integrative cases and best practices.

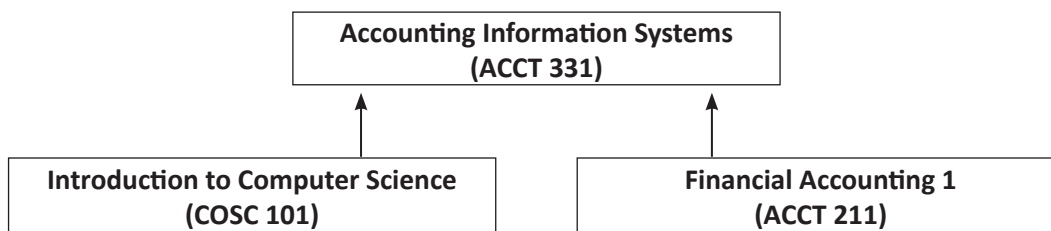
2. COURSE DESCRIPTION

The professional roles of bachelor of accountancy graduates will require use of an accounting information system (AIS) to optimize business development, operation, auditing, analysis for decision making, and be the product owners for accounting information systems. This course aims to explore the relationships between the AIS and business processes and internal controls, and provide students the knowledge and skills to be an effective product owner of accounting information systems.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	42 (125 pages of Course Reference Book)
Review :	18 (Specific Case Studies on IT Risk Management)
Assignment :	<u>30</u> (Research on Digital Transformation, analysis, writing)
	90
Total Study Hours :	135

3. ROLE IN CURRICULUM



Prerequisites

Students should have passed Financial Accounting 1 and Introduction to Computer Science.

4. LEARNING OUTCOMES

The learning outcomes for this course cover three main areas: On successful completion of this course, students will be able to understand the following knowledge areas:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain Information Flows in Accounting Information Systems
Apply	PK1	CK2	Use basic features of one of the leading Project Management tool
Understand	PK1	CK3	Describe Computer Fraud and IT Risk Management
Create	PK1	CK4	Construct Project Management Plan for AIS Development, leveraging Project Management Tools
Understand	PK1 & PK2	CK5	Explain Trust Services Criteria & Concepts of Systems Reliability
Understand & Apply	PK1 & PK2	CK6	Understand concepts in SDLC (Systems Development Life Cycle)

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC1 & PC5	CC1	Select IT Controls applicable for Systems Reliability (using Trust Services Criteria & Risk Based Design)

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT3	CCIT1	Use SDLC concepts for decisions related to Systems Development / Enhancement / Acquisition
Understand	PCIT3	CCIT2	Describe the potential of emerging technologies in driving transformational improvements

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Work effectively in a team and recommend effective decisions for IT enablement

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned readings will support learning and serve as a reference to materials covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class for working on case studies and problem sets and reviewing the solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CK1, CK2, CK3, CK4, CK5, CK6, CC1, CCIT1, CCIT2, CIP1	PK1, PK2, PC1, PC5, PCIT3, PIP1
Assignments (Total)	30%	N/A	
Assignment 1- Group	15%	CK2, CK4, CIP1	PK1, PIP2
Assignment 2- Group	15%	CCIT2, CIP1	PCIT3, PIP2
In-Class Tests (2)	20%	CK1, CK2 (Test 1) CK5, CK6, CCIT1 (Test 2)	PK1, PK2, PCIT3
Final exam	30%	CK1, CK3, CK5, CK6, CC1, CCIT1	PK1, PK2, PC1, PC5, PCIT3
Total grading score	100%		

Students will submit two assignments in the area of AIS:

Project Management Assignment

- Work Group : Group
- Output format : Written Report and verbal presentation
- Language : English
- Assignment : The assignment requires students to read the integrative case and work in a group to present their group presentation on the case. It will be about making a make or buy decision for AIS, creating a cost management plan and schedule management plan and identifying potential risks, and will potentially be done using Project Management Tool (JIRA)

Technology Risk Management (TRM) Assignment or Emerging Technologies (Robotic Process Automation - RPA) Assignment

- Work Group : Group
- Output format : APA Format Report
- Language : English

Assignment : TRM [Each group will be assigned three of the five trust services criteria elements (Security, Availability, Confidentiality, Processing Integrity, Privacy). Students will explain them in detail, gather details on the practices related to that element in Banks and Microfinance Institutions in Cambodia and present a summary of what's their recommendation for the selected set of Banks and Microfinance institutions.]

RPA [Each group will identify 2 use-cases of leveraging RPA (Robotic Process Automation) in Accounting & Finance, and briefly explain them. For one of the use cases (out of two), the group will explain the benefits of using RPA for that use-case, possible challenges, and how those challenges will be managed.]

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students..

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1,2, 3, and 4	Accounting Information Systems: An Overview 1. Describe information needs and business processes (CK1) 2. Describe accounting information system (CK2)	<i>Lecture</i> <i>Description of information needs and business processes</i> <i>AIS components and functions</i> <i>Discuss role of AIS in the value chain</i> Reading: AIS book, Chapter 1, Page 28-41
5, 6,7, and 8	Project Management (including related concepts of Product Management) Getting to know project management (CK2, CK4, CIP1) 1. Define a project & Project Management 2. Characteristic of a PM – Project Manager 3. Product Scoping v/s Project Scoping (CK4) 4. Define project methodology 5. Define project management process 6. Discuss Project management software 7. Define five levels of CMMI 8. Discuss CMMI approaches from project Initiation to project execution processes	<i>Lecture</i> <i>Group problem-based learning</i> <i>Discussion</i> <i>Integrative case</i> Reading: 1. PMBOK - https://www.pmi.org/pmbok-guide-standards/foundational/pmbok 2. Product Managers for Digital Age 3. The Agile Coach - What is Product Management 4. Product Management 5. What is CMMI- https://cmminstitute.com/cmmi/intro 6. What is CMMI? - https://www.cio.com/article/2437864/process-improvement-capability-maturity-model-integration-cmmi-definition-and-solutions.html 7. Case Study of CMMI implementation at Bank of Montreal (BMO) Financial Group: http://grafp.com/Pdf/BMO%20-%20case%20study.pdf

9 and 10	Project Management Hands-on (using the tool)- CK2	<i>Hands-on Session on Features of JIRA</i> Practice by Students on (JIRA Based Project Management) for the given scenario
11, 12, and 13	AIS Development Strategies (CK6, CCIT1, CIP1) - Describe how organizations purchase application software, vendor services, and hardware. - Explain how information system departments develop custom software. - Explain how end users develop, use, and control computer-based information systems. - Explain why organizations outsource their information systems, and evaluate the benefits and risks of this strategy. - Brief introduction to Prototyping	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> Reading: - AIS book, Chapter 20, Page 647- 649 - AIS book, Chapter 21, Page 680-697
14, 15, 16, and 17	Introduction to Systems Development, Systems Analysis, Design, Implementation, and Operation (CK6, CCIT1, CIP1) - Explain the life cycle / phases of the systems development life cycle. - Discuss methodologies used - Discuss the people involved in systems development and the roles they play. - Explain why system changes trigger behavioral reactions, what form this resistance to change takes, and how to avoid or minimize the resulting problems	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> Reading: - AIS book, Chapter 20, Page 654- 663 - AIS book Chapter 22, Page 708- 722
18	Digital Transformation (CC1, CCIT4) - Define what is digitalization - Define what is disruptive technology - Discuss implications for its people, culture, processes, and technology - Discuss risk of ignoring it - Discuss trends	<i>Lecture</i> <i>Didactic questioning</i> <i>Discussion</i> <i>Case study discussion – Netflix</i> Reading: - Digitization, digitalization and digital transformation - https://www.i-scoop.eu/digitization-digitalization-digital-transformation-disruption/ - Digitization, Digitalization, And Digital Transformation: Confuse Them At Your Peril - https://www.forbes.com/sites/jasonbloomberg/2018/04/29/digitization-digitalization-and-digital-transformation-confuse-them-at-your-peril/#17a4a66d2f2c - Netflix Delivers Billions of Hours of Content Globally by Running on AWS - https://youtu.be/IQGHsBOZJBw
19	Overview of Transaction Processing and Enterprise Resource Planning Systems (CK1) - Describe Transaction Processing - Describe Enterprise Resources Planning (ERP) and its pros and cons	<i>Lecture</i> <i>Didactic questioning</i> <i>Discussion</i> https://www.erpfocus.com/erp-implementation-case-studies.html

		Reading: 1. AIS book, Chapter 2 Page 52 to 64 2. What is ERP - https://www.sap.com/products/what-is-erp.html 3. Four ERP implementation case studies you can learn from- https://www.erp-focus.com/erp-implementation-case-studies.html
20, 21, and 22	Computer Fraud and Abuse (CK3) 1. Define AIS threats 2. Introduce fraud & Fraud Triangle 3. Define computer fraud and discuss the different computer fraud classifications. 4. Explain the prevent, detect, and correct approaches in computer fraud and abuse. 5. Explain Social Engineering	<i>Lecture</i> <i>Discussion</i> <i>Case studies</i> Reading: 1. AIS book Chapter 5, Page 153- 170 2. AIS book Chapter 6, Page 191-192 3. AIS book Chapter 7, Page 224 4. Journal of Accountancy – Why employees commit fraud - https://www.journalofaccountancy.com/issues/2001/feb/whyemployeescommitfraud.html 5. Top 12 Cyber Crime Facts & Statistics - https://www.blue-pencil.ca/top-12-cyber-crime-facts-and-statistics/ 6. A malware attack against accounting software giant Wolters Kluwer - https://www.cnn.com/2019/05/08/wolters-kluwer-accounting-giant-hit-by-malware-causing-quiet-panic.html 7. Social Engineering - https://youtu.be/Ck_r2GYLdCI
23 and 24	Risk Management Information Systems (CK3) 1. Describe the nature, scope, and objectives of IT risk work, and identify the major steps in the risk process 2. Discuss IT risk management approaches 3. Discuss Control Frameworks (COBIT, COSO's IC and COSO's ERM) 4. Apply IT Risk Management Approaches on a scenario using case-study approach	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> <i>Integrative case</i> Reading: 1. AIS book, Chapter 7, Page 226-230 2. Risk management white paper: <i>KPMG Whitepaper Model Risk Management</i>
25, 26 and 27	Information Systems Controls for Systems Reliability, Confidentiality, Privacy, Processing Integrity & Availability (CK3, CC1) 1. Understand Value of Controls & Risk Based Design of Internal Controls for IT Risks 2. Understand elements of Systems Reliability 3. Understand Trust Services Criteria, SOC2 Report 4. Discuss ISO 27001 5. Know about Defense in Depth & Time Based Model of Security 6. Understand overall context of IT Risks & Controls and apply them in the given Case Study	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> <i>Case Study</i> Reading: 1. AIS Chapter 7, Page 235-237 2. AIS Chapter 8, Page 263-266 3. AIS Chapter 9, Page 296-297, Page 300 4. AIS Chapter 10, Table 10-1, Table 10-2, Page 332-334 5. <i>KPMG - SOC2 & ISO 27001</i> 6. <i>PwC - SOC2 Reporting Overview</i>

28	Auditing Computer-Based Information Systems (CK3) 1. Describe the nature, scope, and objectives of IT audit work, and identify the major steps in the audit process. 2. Discuss how to manage the information systems audit.	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> <i>Integrative case</i> Reading: 1. AIS book, Chapter 11, Page 349-353 2. <u><i>Deloitte - IT Auditing Process</i></u>
29	Introduction to Business Processes & Key Controls (CK3, and CK5) 1. Introduce revenue, expenditure, production, and HRM/payroll Cycle 2. Discuss Key IT Controls applicable to these cycles	<i>Lecture</i> <i>Didactic questioning</i> <i>Group discussion</i> Reading: 1. AIS Book Chapter 12, Page 380 & 381, Table 12-1 2. AIS Book Chapter 13, Page 421 & 422, Table 13-1, 13-2 3. AIS Book Chapter 14, Page 459, 460 and 461, Table 14-1 4. AIS Book Chapter 15, Page 489, Table 15-1
30	Course Recap Session (CK1, CK2, CK3, CK4, CK5, CK6, CC1, CCIT1, CCIT2)	<i>Lecture</i> <i>Group discussion</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Romney, M.B., and Steinbart, P.J., Accounting Information Systems, 14 Ed.

Supplementary Textbook

1. <https://www.pmi.org/pmbok-guide-standards/foundational/pmbok>

Supplementary Materials and References

1. PMBOK- <https://www.pmi.org/pmbok-guide-standards/foundational/pmbok>
2. Product Managers for Digital Age
3. The Agile Coach- What is Product Management
4. Product Management
5. What is CMMI- <https://cmminstitute.com/cmminstitute/intro>
6. What is CMMI? - <https://www.cio.com/article/2437864/process-improvement-capability-maturity-model-integration-cmmi-definition-and-solutions.html>
7. Case Study of CMMI implementation at Bank of Montreal (BMO) Financial Group: <http://grafp.com/Pdf/BMO%20-%20case%20study.pdf>
8. JIRA Based Project Management
9. Digitization, digitalization and digital transformation - <https://www.i-scoop.eu/digitization-digitalization-digital-transformation-disruption/>
10. Digitization, Digitalization, And Digital Transformation: Confuse Them At Your Peril- <https://www.forbes.com/sites/jasonbloomberg/2018/04/29/digitization-digitalization-and-digital-transformation-confuse-them-at-your-peril/#17a4a66d2f2c>

11. Netflix Delivers Billions of Hours of Content Globally by Running on AWS- <https://youtu.be/IQGHsBOZJBw>
12. What is ERP- <https://www.sap.com/products/what-is-erp.html>
13. Four ERP implementation case studies you can learn from- <https://www.erpfocus.com/erp-implementation-case-studies.html>
14. Journal of Accountancy – Why employees commit fraud- <https://www.journalofaccountancy.com/issues/2001/feb/whyemployeescommitfraud.html>
15. Top 12 Cyber Crime Facts & Statistics - <https://www.blue-pencil.ca/top-12-cyber-crime-facts-and-statistics/>
16. A malware attack against accounting software giant Wolters Kluwer - <https://www.cnn.com/2019/05/08/wolters-kluwer-accounting-giant-hit-by-malware-causing-quiet-panic.html>
17. Social Engineering- https://youtu.be/Ck_r2GYLdCI
18. Risk management white paper: KPMG Whitepaper Model Risk Management
19. KPMG- SOC2 & ISO 27001
20. PwC- SOC2 Reporting Overview
21. Deloitte- IT Auditing Process

ACCOUNTING SOFTWARE

ACCT 332

COURSE SPECIFICATION



Anil Kumar Makhija, PGDIM, MBA

India
Lecturer

1. AIM

This course aims to give students a foundation in functional use of the most commonly used accounting software in Cambodia, QuickBooks and understanding of how to use any software solution in a cloud environment (including the risks and controls, using QuickBooks as an example). Research has shown that nearly 50% of companies using accounting software in Cambodia are using Quickbooks. Therefore, it is an advantage for students to develop functional use and familiarity with the software which they will encounter either as an accountant or an auditor. Moreover, the functions and structure of Quickbooks will give students a familiarity with the application and capacity of accounting software, whatever software they may encounter. This course emphasis the practice of recording transactions which will also benefit students by strengthening their financial accounting knowledge.

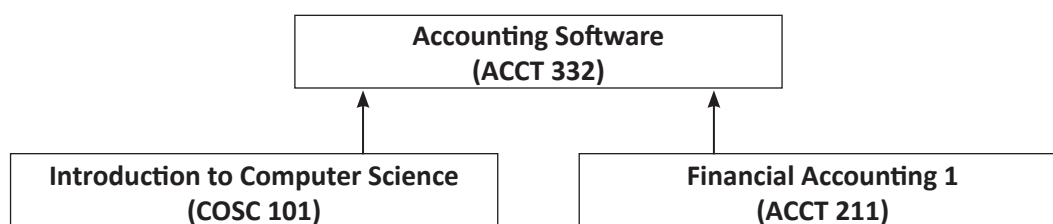
2. COURSE DESCRIPTION

The professional roles of bachelor of accounting and finance graduates will require use of accounting information system (AIS) software to optimize business development, operation, auditing and analysis for decision making. This course aims to teach the functional use of Quickbooks, a commonly used accounting software.

Credits: 3

	<u>Hours</u>
Lecturer Hours :	45
Self-Study Hours :	
Reading :	32 (95 pages of technical reading)
Review :	32 (Home-Work on QuickBooks- Participation Case Studies- 2)
Assignment :	32 (QuickBooks Assignment Case Studies- 2)
Total Study Hours :	96

3. ROLE IN CURRICULUM



Prerequisites

The prerequisites for this course is successful completion of Introduction to Computer Science (COSC 101) and Financial Accounting 1 (ACCT 211). Students must bring a laptop to each class.

4. LEARNING OUTCOMES

The learning outcomes for this course cover three main areas: On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the primary information flows and needs within a business organization as they relate to accounting software
Understand	PK2	CK2	Identify the functions of accounts involved in sales and customers, purchases and suppliers, production cycles, chart of account, banking and write checks, accounting evidence and report system especially for a business using Quickbooks.
Understand	PK1	CK3	Explain the basic steps of recording business transactions and how to prepare the financial statements and how to close the accounts in Quickbooks.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC1	CC1	Compare financial and cost performance using the accounting software

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PCIT2	CCIT1	Make accounting entries for a service company, and a trading inventory and manufacturing company by using accounting software.
Create	PCIT3	CCIT2	Construct wireframes & user stories for improvement in user experience (UX) of an accounting software.
Understand	PCIT3	CCIT3	Describe Cloud Computing and Cloud Accounting in the context of accounting software

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

None

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class working on case studies and problem sets and reviewing the solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation (Based on - In Class Activities - Graded Homework - In Class Participation)	20%	CK1, CK2, CK3 CC1 CCIT1, CCIT2	PK1, PK2
In-class tests (2)	24%	CCIT1, CC1	PK1, PK2, PC1, PK1, PK2
Assignments (2)	26%	CCIT1, CCIT2, CC1	PK1, PK2, PC1, PK1, PK2
Midterm exam	No Mid Term		
Final exam	30%	All CK, CCIT1, CCIT3	PK1, PK2, PC1, PCIT2
Total grading score	100%		

During the course, there are two assignments:

Assignment 1 - Quickbook for Service Business

- Work Group : Group
- Output format : Quickbooks file (in the PDF format)
- Language : English
- Assignment : The first assignment requires one student (assignment lead) to set up the Quickbooks accounts for a service business, and then adding team members (other users- other users will need to sign up as well) recording a series of transactions and events and producing the financial statements.

Assignment 2 - Quickbooks for Trading Business

- Work Group : Individual
- Output format : Quickbooks file (in the PDF format)
- Language : English
- Assignment : The second assignment requires each student to individually set up the Quickbooks accounts for an inventory trading business, recording a series of transactions and events and producing the financial statements.

7. STUDY PLAN

The course targets the study plan below. Implementation may vary somewhat depending on the progress and needs of students. For example, some topics may be allocated more or less than 1.5 hours.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
Session 1, 2, 3 & 4	Overview of Cloud Computing & Cloud Accounting (CCIT3) A. The components of accounting software B. Type of business activities C. How to setup an accounting system D. An overview of accounting manual E. Cloud Computing and cloud accounting	1. <i>Lecture</i> 2. <i>Group Discussion & Groups Presentations</i> Reading: - Chapter 1 of Lecture Handouts - Cloud Computing by Microsoft - Cloud Computing by AWS (Amazon Web Service) - Cloud Computing by IBM - Cloud Accounting by FinancialForce - Cloud Accounting by hubdoc - Cloud Accounting 101 by QuickBooks
Session 5 to Session 19	Applied QuickBooks Part I Service Company (CK1, CK2, CK3, CCIT1, CCIT3) (Case Study 1 and Case Study 2) Case Study 1 - Session 5 & 6 1. Describe the purpose of QuickBooks accounting system and their relevance to record in business transactions. (CK1) 2. Understand how to create new company (CCIT1) 3. Explain the setup preferences (CK2) 4. Prepare the preset chart of accounts (nature, classification, analysis) and how to set up the chart of accounts. (CK2) 5. Prepare and set up a class list, item list and payment method. (CK2) 6. Prepare and setup vender list, customer list, job list.(CK2) 7. Explain the role of the recording Vendor menu, customer menu, journal, ledger, chart of account and create new company etc. (CK2)	1. <i>Lecture</i> 2. <i>Hands-on Work on QuickBooks Online (individually)</i> Reading: - Chapter 2 of Lecture Handouts
	Case Study 1 - Session 7, 8, & 9 8. Explain the case study and business transaction such as expenses by cash on hand and cash at bank, revenue or trade account receivable list, trade account payable list, and bank statement etc. (CK2) 9. Recording transaction in QuickBooks (CCIT1): a. Expenditure (payment) b. Make general journal entries c. Revenues (AR) – Click Customer and Click create invoice. d. Purchase on credit – Click Vendor and Click Enter Bills. e. Recording cash advance from staff and cash advance settlement. f. Fund transferred & Adjustment entries	

	Case Study 1 - Session 10 & 11 10. Demonstrate how to close an accounting book on Profit and Loss statements. (CK3) - Cross check the revenues from QuickBooks must be equal to revenue in Excel list. - Cross check the expenses from QuickBooks must be equal expenses in Excel list. 11. Demonstrate how to close an accounting book on a statement of financial position (CK3). - Cross check the cash on hand from QuickBooks must be equal cash on hand in Excel list - Cross check the cash at the bank from QuickBooks must be equal to the cash at the bank in Excel list. - Cross check account receivable from QuickBooks must be an equal account receivable in Excel list. - Explain the input VAT and output VAT and how to validate VAT. Case Study 1 - Session 12 - Explain the fixed assets and intangible assets and depreciation method. - Cross check other asset accounts - Cross check accounts payable from QuickBooks must be equal to accounts payable in Excel list. - and cross check other liabilities accounts. - Cross check the capital investment Case Study 1 - Session 13 12. Prepare a bank reconciliation (QuickBooks report with bank statement) (CK3, CC1) 13. Produce / Customize financial reports (CK3, CC1, CCIT1) - Statement of profit & loss - Statement of financial position - Statement of cash flows - Statement of owner's equity - Bank reconciliation report - Journal, general ledger and trial balance report - Comparative Financial Reports 14. Export / Import Features Session 14 Recap Quiz 1	
	Case Study 2 - Session 15, 17 and 18 Session 19 15. Recap of Service Company	

Session 20 to Session 25	Applied QuickBooks Part II Trading Inventory Company (CK1, CK2, CK3, CCIT1, CCIT3) (Case Study 3) Case Study 3 - Session 20 1. Explain how to set up Inventory Items (CK1, CK2) 2. How to record sales order (SO) and invoice. (CK3, CCIT1) 3. How to record credit note and debit note. (CK3, CCIT1) 4. Describe how to record purchase order (PO) (CK3, CCIT1) 5. Describe how to record received items and enter bills (CK3, CCIT1) Case Study 3 - Session 21 6. Describe how to record adjust quantity/Value on hand (CK3, CCIT1) 7. Calculate the value of inventory close and using average cost (AVCO). (CC1, CCIT1) 8. Prepare the bookkeeping entries to use QuickBooks tools (CK3, CCIT1) Case Study 3 - Session 22 9. Record all entries (CK3, CCIT1) 10. Calculate the figures needed for the preparation of the financial statement (CK3, CCIT1)	1. <i>Lecture</i> 2. <i>Hands-on Work on QuickBooks Online (individually)</i> Reading: - Chapter 3 of Lecture Handouts
	Case Study 3 - Session 23 & 24 11. Prepare the financial statement for a company and how to close accounting books. (CK3, CC1, CCIT1) • Statement of profit & loss • Statement of financial position • Statement of cash flows • Bank reconciliation report • General journal, general ledger and trial balance report • Sale report by customers and by Salesman • Inventory report • Account receivable aging report Session 25 (CCIT2) 1. How to design template form in QuickBooks (Tax invoice, Commercial, statement, and Purchase Order (PO)) 2. Recap of Trading Inventory Company	
Session 26	Create Wireframes and User Stories to articulate requirements	<i>Lecture</i> <i>Hands-on Practice</i>
Session 27	Recap Quiz 2	

Session 28 & 29	Applied QuickBooks Part III Manufacturing Industry (Case Study 4) 1. Explain the production system. (CK1) 2. Understand the chart of accounts for manufacturing businesses. (CK1, CK2) 3. Explain the how to prepare the financial statement for manufacturing business 4. Prepare the financial statement for a manufacturing company and close accounting books (CK3, CCIT1)	1. <i>Lecture</i> 2. <i>Hands-on Work on QuickBooks Online (individually)</i> Reading: - Chapter 4 of Lecture Handouts
Session 30	Recap Session, covering Service Company, Inventory Trading Company and Manufacturing Company	1. <i>Lecture</i> Reading: - Chapter 5 of Lecture Handouts
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. QuickBooks- Small Business Users Guide (Reference Manual)

References

1. Cloud Computing by Microsoft
2. Cloud Computing by AWS (Amazon Web Service)
3. Cloud Computing by IBM
4. Cloud Accounting by FinancialForce
5. Cloud Accounting by hubdoc
6. Cloud Accounting 101 by QuickBooks
7. quickbooks.intuit.com/global



FINANCE 1

FINC 301

COURSE SPECIFICATION



Varabott Ho, MSc, MBA, CEFA

France

Associate Professor

1. AIM

This course aims to develop knowledge and understanding of ways organisations finance their operations, plan and control cash flows, optimise their use of working capital and allocate resources to long term investment projects.

2. COURSE DESCRIPTION

Finance 1 introduces students to different ways of managing finance within an organisation with the aim of enhancing business performance. This includes planning and controlling of cash flow in both the short and long term, how to manage capital investment decisions and managing trade credit for an efficient flow of cash.

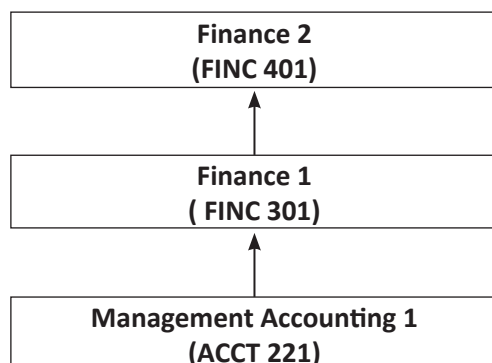
The course starts by introducing the principles of effective working capital management, and the impact working capital has on an organisation's cash flow. It then looks at the techniques for forecasting cash to aid an organisation in planning its cash needs.

The next area of the course looks at the different ways of managing cash in the short, medium and long term, including investing funds in capital projects. It finally looks at procedures for effective credit management to maximise flow of cash to the business.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	60 (256 pages Lecture note, study text)
Review :	50 (Quiz & Homework, Past exam)
Assignment :	40 (Research, Analysis, Writing)
Total Study Hours :	225

3. ROLE IN CURRICULUM



Prerequisites

Students must have completed Management Accounting 1 before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main areas: knowledge, ability to use the concepts, understand and apply the principle analytical skills and tools used in finance, ability to use the information systems (mainly Microsoft Office). On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain and apply the principles of working capital management
Understand	PK1	CK2	Describe methods and procedures for managing cash balance
Understand	PK1	CK3	Explain and apply the principles in making medium to long term financing decisions.
Understand	PK1	CK4	Explain and apply the principles in making capital investment decisions

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC2, PC3	CC1	Evaluate general business problems to identify assumptions and decision making constraints.
Apply	PC1, PC2	CC2	Use basic time value of money concepts and solve quantitative problem solving with or without use of spreadsheets
Apply	PC3, PC6	CC3	Apply a range of techniques to forecast cash flow

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use Excel to conduct basic analysis of data for purposes of forecasting, simulation and scenario analysis and to Use spreadsheets to model business.

Apply	PCIT1	CCIT2	Present forecasts, spreadsheets and output thereof in a clear and professional format.
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4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP 1 , PIP 2 , PIP3	CIP1	Work in a team

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class for working on case studies and problem sets and reviewing the solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	All CK, CC	PCIT1, PIP1
In-class tests	25%	All CK, CC1, CCIT1, CIP1	PK1, PC2, PCIT1
Assignments	15%	CK1, CK2, CK3, CC1, CCIT1	PC1, PC2, PCIT1, PIP2, PIP3
Midterm exam	20%	CK1, CK2, CK3, CK4, CC1, CCIT1	PK1, PC2, PCIT1
Final exam	30%	All CK, CC1, CCIT1	PK1, PC2, PCIT1
Total grading score	100%		

During the course, there is one assignment:

Business Plan Assignment

Work Group : Group
Output format : Professional Format, Presentation
Language : English

Assignment : In groups of 3-5, students are required to prepare a business plan, including the following:

- Business description
- Business market and competitors
- Business strategy
- Working capital requirement
- Capital requirement and proceeds
- Cash budget for the first twelve months
- Pro-forma income statement and balance sheet for the first 5 years
- Free cash flow for the first 5 years
- Business valuation using NPV of free cash flows, IRR, PBP, DPBP, ARR
- Valuation sensitivity analysis to changes in sales

7. STUDY PLAN

The course targets the study plan below. Implementation may vary somewhat depending on the progress and needs of students. For example, some topics may be allocated more or less than 1.5 hours.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction, Working Capital 1. Define working Capital 2. Explain why working capital management. (CK1) 3. Explain the relationship between cash flow and working capital cycle. (CK1, CC3)	<i>Lecture</i> <i>Calculate over-trading and over-capitalization financial indicators</i> Practice Reading: Chapter 1
2	Introduction, Working Capital (continued) 1. Demonstrate the calculation of the working capital cycle. (CK2) 2. Outline the possible relationships between inventory levels and sales. (CK2) 3. Define and explain over-trading and over-capitalisation. (CK2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 1
3	Exercises & Review (CK1, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
4	Inventory Management and Control 1. Discuss the key considerations. (CK1) 2. Define and explain work-in-progress. (CK1) 3. Define economic order quantity. (CK1)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 2
5	Inventory Management and Control (continued) 1. Apply the EOQ model (CK1)	<i>Lecture</i> <i>Practice</i> <i>Discuss the effects of just-in-time on inventory control</i> Reading: Chapter 2
6	Exercises & Review (CK1, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>

7	Management of Accounts Payable, Cash and Cash Flows 1. Explain the role of accounts payable and receivable in the working capital cycle. (CK1)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 3, 4
	2. Explain the need to monitor accounts payables (CK1) 3. Explain accounts payables control operations and the importance of accounts payables management (CK1)	
8	Management of Accounts Payable, Cash and Cash Flows (continued) 1. Describe the various type and form of accounts payables (CK1) 2. Describe the various accounts payable payment method and procedures (CK1) 3. Evaluate and demonstrate the issues involved with early payment and settlement discounts (CK1) 4. Identify the risks of taking increased credit and buying under extended credit terms (CK1)	<i>Lecture</i> <i>Identify the risks of taking increased credit and buying under extended credit terms</i> <i>Practice</i> Reading: Chapter 3, 4
9	Exercises & Review (CK1, CC1, CCIT1)	<i>Practice / Quiz</i>
10	Cash Budgeting and Forecasting 1. Define cash, cash flow and funds (CK2, CC3) 2. Explain the importance of cash flow management and its impact on liquidity and company survival(CK2, CC3) 3. Outline the various sources and application of finance (CK2) 4. Distinguish between the cash flow patterns of different types of organisations(CK2, CC3)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 5
11	Cash Budgeting and Forecasting (continued) 1. Explain the importance of cash flow for sustainable growth of such organisations (CK2, CC3) 2. Define cash accounting` and `accrual accounting` (CK2) 3. Reconcile cash flow to profit (CK2, CC3)	<i>Lecture</i> <i>Discuss the difference between cash accounting and accruals accounting</i> <i>Practice</i> Reading: Chapter 5
12	Exercises & Review (CK1, CK2, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
13	Cash Forecasting Techniques 1. Explain and illustrate statistical techniques used in forecasting cash flows(CK2, CC3) 2. Carry out simple sensitivity analysis on a cash budget or forecast.(CK2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 6
14	Cash Forecasting Techniques (continued) 1. Explain cleared funds forecasts (CK2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 6
15	Exercises & Review	<i>Practice</i> <i>Quiz</i>
16	Treasury Function and Managing Surplus Cash 1. Outline the main treasury functions (CK2) 2. Discuss the advantages and disadvantages of a centralised treasury function (CK2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 7

17	Treasury Function and Managing Surplus Cash (continued) 1. Describe cash handling procedure (CK2) 2. Describe the issues to be considered when attempting to hold optimal cash balances. (CK2) 3. Outline the statutory and the other regulations relating to the management of cash. (CK2)	<i>Lecture</i> <i>Discuss the advantages and disadvantages of centralised cash control</i> <i>Practice</i> Reading: Chapter 7
18	Treasury Function and Managing Surplus Cash (continued) 1. Outline how the Baumol cash management model works (CK2) 2. Discuss the limitations of Baumol cash management model. (CK2) 3. Suggest the appropriate liquidity levels for a range of different organisations (CK2)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 7
19	Exercises & Review (CK1, CK2, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
20	Overview of Financial Markets (1) 1. Explain the role and functions of various types of banks (CK3) 2. Identify the major financial intermediaries (CK3) 3. Outline the general roles and key benefits of financial intermediaries. (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapters 7, 10
21	Overview of Financial Markets (1) (continued) 1. Outline the relationships between financial institutions. (CK3) 2. Explain the basic nature of a money market. (CK3) 3. Describe the way in which a stock market. (CK3) 4. Discuss ways in which a company may obtain a stock market listing and the advantages and disadvantages of having a stock market listing. (CK3)	<i>Lecture</i> <i>Outline the key benefits of financial intermediations</i> <i>Practice</i> Reading: Chapter 8
22	Exercises & Review (CK2, CK3, CC1, CCIT1)	Reading: Chapter 8
23	Overview of Financial Markets (2) 1. Explain the purpose and main features of Bank deposits, Certificate of deposit, Government stocks, Local authority bonds, Bills of exchange. (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 9
24	Overview of Financial Markets (2) (continued) 1. Explain the purpose and main features of Equity, Preference shares, Secured loan note, Unsecured loan stock, Convertible and redeemable debt, Warrants. (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 9
25	Exercises & Review (CK3, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
26	Money in the Economy 1. Define what is meant by “money supply” in an economic context. (CK3) 2. Outline how money supply may be controlled in an economy. (CK3) 3. Outline the basic relationship between the demand for money and interest rates. (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 11

27	Money in the Economy (continued) 1. Explain briefly and illustrate the interaction between the inflation and interest rates. (CK3) 2. Discuss the possible consequences of inflation in an economy and its effect on organisations in general. (CK3) 3. Describe how the application of different monetary policies can affect the economy. (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapter 11
28	Exercises & Review (CK3, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
29	Short-term Finance, Long-term Finance, Finance of SMEs 1. Discuss situations where it maybe appropriate to raise short-term finance (CK3) 2. Describe the different forms of bank loans and over-drafts, their terms and conditions. (CK3) 3. Explain the legal relationship between bank and customer (CK3) 4. Explain the nature of trade credit and its use as a short-term source of finance. (CK3)	<i>Lecture</i> <i>Compare and contrast the main feature of hire purchase and leases</i> <i>Practice</i> Reading: Chapters 12, 13, 14
30	Short-term Finance, Long-term Finance, Finance of SMEs (continued) 1. Evaluate the risks associated with increasing the amount of short-term finance in organisation. (CK3) 2. Discuss the relative merits and limitations of short-term finance. (CK3) 3. Discuss situations where it may be appropriate to raise medium-term finance (CK3) 4. Describe the main features of hire purchase, and lease (CK3)	<i>Lecture</i> <i>Discuss situations where it may be appropriate to raise long-term finance</i> <i>Practice</i> Reading: Chapters 12, 13, 14
31	Exercises & Review (CK3, CC1, CCIT1)	<i>Practice / Quiz</i>
32	Short-term Finance, Long-term Finance, Finance of SMEs (continued) 1. Describe the key factors that should be considered in deciding the mix of short/medium/long term finance in an organisation. (CK3) 2. Calculate relative gearing and earning per share under different financial structure (CK3) 3. Outline the requirements for finance of SMEs. (CK3) 4. Describe and discuss the response of government agencies and financial institutions to the SME financing problem. (CK3)	<i>Lecture</i> <i>Discuss the nature and importance of internally generated funds</i> <i>Practice</i> Reading: Chapters 12, 13, 14
33	Exercises & Review (CK3, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
34	Relevant Costs, Capital Expenditure Budgeting, Investment Appraisal 1. Explain the differences between simple and compound interest. (CK3) 2. Calculate future values (CK3)	<i>Lecture</i> <i>Practice</i> Reading: Chapters 15, 16, 17

	3. Discuss the concept of the time value of money and concept of discounting. (CK3) 4. Calculate present values, making use of present value tables to establish discount factors. (CK3)	
35	Relevant Costs, Capital Expenditure Budgeting, Investment Appraisal (continued) 1. Discuss the concept of relevant cash flows for decision-making. (CK4) 2. Identity and evaluate relevant cash flows for individual investment decisions (CK4) 3. Discuss the importance of capital investment planning and control. (CK4) 4. Outline the issues to consider and the steps involved in the preparation of capital expenditure budget (CK4)	Lecture Practice Reading: Chapters 15, 16, 17
36	Exercises & Review (CK4, CC1, CCIT1)	Practice Quiz
37	Relevant Costs, Capital Expenditure Budgeting, Investment Appraisal (continued) 1. Define and distinguish between capital and revenue expenditure. (CK4) 2. Compare and contrast investment in non-current assets and investment in working capital. (CK4) 3. Describe capital investment procedures. (CK4)	Lecture Practice Reading: Chapters 15, 16, 17
38	Relevant Costs, Capital Expenditure Budgeting, Investment Appraisal (continued) 1. Calculate the payback and discounted payback of a project and assess its usefulness as a method of investment appraisal. (CK4) 2. Calculate the accounting rate of return of a project and assess its usefulness as a method of investment appraisal (CK4) 3. Explain the concept of net present value and how it can be used for project appraisal. (CK4) 4. Calculate net present value and interpret the results. (CK4)	Lecture Practice Reading: Chapters 15, 16, 17
39	Relevant Costs, Capital Expenditure Budgeting, Investment Appraisal (continued) 1. Outline the concept of internal rate of return and how it can be used for project appraisal. (CK4) 2. Calculate internal rate of return and interpret the results. (CK4) 3. Discuss the relative merits of NPV and IRR, including mutually exclusive projects and multiple yields. (CK4) 4. Explain the superiority of DCF methods over payback and accounting rate of return. (CK4)	Lecture Practice Reading: Chapters 15, 16, 17
40	Exercises & Review (CK4, CC1, CCIT1)	Practice Quiz
41	Managing Receivables, Assessing and Granting Credit 1. Explain the role of accounts receivable in the working capital cycle. (CK5) 2. Explain the key elements of a basic contract. (CK5)	Lecture Practice Reading: Chapters 18, 19

	3. Briefly outline specific terms and conditions that may be included in the contracts with credit customers. (CK5) 4. Explain the importance of credit management, including the level of trade credit, the role of the credit control function and the activities of the credit control function. (CK5)	
42	Managing Receivables, Assessing and Granting Credit (continued) 1. Explain the need to establish a credit policy and outline the steps involved, including setting maximum credit amounts and period and total credit levels. (CK5) 2. Describe ways in which credit customers could be encouraged, to pay promptly including effects of offering discounts. (CK5) 3. Identify the main data protection issues that should be considered when dealing with accounts receivable records. Credit scoring. (CK5)	<i>Lecture</i> Explain the key categories that should be considered when assessing the creditworthiness of a customer <i>Practice</i> Reading: Chapters 18, 19
43	Managing Receivables, Assessing and Granting Credit (continued) 1. Outline the various internal / external sources of information that may be used in assessing the creditworthiness of a customer. (CK5) 2. Identify possible reasons for rejecting an application for credit or extending credit. (CK5)	<i>Lecture</i> Define and explain credit scoring <i>Practice</i> Reading: Chapters 18, 19
44	Exercises & Review (CK5, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
45	Assessing and Granting Credit, Monitoring and Collecting Debts 1. Describe how the financial statements of a customer can be used to assess the creditworthiness of a customer. (CK5) 2. Identify and apply the common benefit-cost ratios that may be used to analyse change of credit policy (CK5)	<i>Lecture</i> Evaluate the usefulness and limitations of ratio analysis in assessing creditworthiness <i>Practice</i> Reading: Chapters 19, 20
46	Assessing and Granting Credit, Monitoring and Collecting Debts (continued) 1. Describe the main external sources that may be used to monitor accounts receivables (CK5) 2. Explain the importance of credit management, including the level of trade credit, the role of the credit control (CK5)	<i>Lecture</i> Monitor accounts receivable (include credit rating agencies, industry sources, financial reports, press coverage, official publications, bank or supplier reference) <i>Practice</i> Reading: Chapters 19, 20
47	Exercises & Review (CK1, CK2, CK5, CC1, CCIT1)	<i>Practice</i> <i>Quiz</i>
48	Exam review 1 (All s)	<i>Review practice test questions</i>
49	Exam review 2 (All s)	<i>Review practice test questions</i>
50	Exam review 3 (All s)	<i>Review practice test questions</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, FFM Foundations in Financial Management, 2019.
2. BPP Learning Media, Practice & Revision Kit Paper FFM Foundations in Financial Management, 2019.

References

1. Kaplan Publishing, FFM Foundations in Financial Management, 2019.
2. Kaplan Publishing, Practice & Revision Kit Paper FFM Foundations in Financial Management, 2019.

IFRS FOR SMES

ACCT 311

COURSE SPECIFICATION



Casey Barnett, FCCA, CFA, MBA

USA

President

1. AIM

This course aims to develop the ability to prepare a complete set of financial statements for an individual company in accordance with IFRS for SMEs.

A core competence of bachelor degree graduates is the ability to prepare a set of financial statements for a company. In Cambodia, national regulations require companies to follow either CIFRS or CIFRS for SMEs, which are wholly identical to IFRS and IFRS for SMEs. Cambodia has an agreement with the IASB to use IFRS and IFRS for SMEs.

Therefore, CamEd bachelor degree graduates will be preparing, auditing, or using financial statements prepared in accordance with either of these two standards. While financial reporting is significantly developed in other courses, those other courses teach IFRS and often teach IFRS for larger businesses.

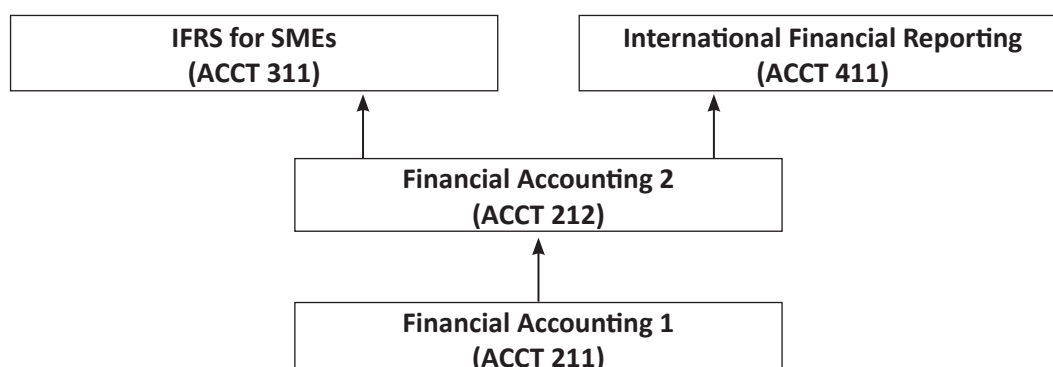
2. COURSE DESCRIPTION

This course on IFRS for SMEs complements the IFRS based courses and completes the financial reporting education needed by an accountant or auditor in Cambodia. Moreover, this course focuses on accounting for individual medium sized businesses of the sort that would use IFRS for SMEs, thereby complementing the IFRS courses that teach accounting for larger businesses. This course excludes topics for larger companies that are sufficiently covered in other coursework, such as consolidation and investment in financial instruments.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	48 (143 pages of technical reading)
Review :	50 (4 short case studies, final case study)
Assignment :	<u>52</u> (field research, analysis, writing)
:	150
Total Study Hours :	225

3. ROLE IN CURRICULUM



Prerequisites

Students must have successfully passed Financial Accounting I (ACCT 211) before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover two main areas: The individual IFRS for SMEs sections, and preparation of a financial report in accordance with IFRS for SMEs. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK5	CK1	Describe the scope and applicability of IFRS for SMEs.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC7	CC1	Apply IFRS for SMEs to transactions and recognition of assets and liabilities common to SMEs in Cambodia.
Create	PC7	CC2	Construct a general purpose financial report for a single company in Cambodia in compliance with IFRS for SMEs.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Prepare loan and finance lease amortisation schedules based on the effective interest rate using a spreadsheet.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP3	CIP1	Work in accordance with the ethics and professionalism required by the ACCA Code of Ethics and Conduct.

5. TEACHING METHODS

This course uses demonstration, lecture, case studies, and group problem solving. Assigned readings support learning and cover material covered in class. During class, approximately 1/2 of the class time will be demonstrations, presentations and questioning (often using online applications such as Kahoot! to allow group responses) from the lecturer, with the other 1/2 of the class for working on and reviewing the solutions to case studies and problem sets. Case studies and problem sets are typically delivered via online applications such as Google Classroom Quiz and Google Sheets.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CIP1	PIP3
Controlled Case Studies (4)	28%	CK1, CC1, CC2, CCIT1, CIP1	PK5, PC7, PCIT2, PIP3
Assignment	30%	CC1, CC2	PC7
Final Controlled Case Study	32%	CK1, CC1, CC2, CCIT1	PK5, PC7, PCIT2
Total grading score	100%		

During the course, there is one assignment:

IFRS for SMEs Financial Reporting Assignment

- Work Group : Groups of two
- Output format : IFRS for SMEs format Financial Report
- Language : English and Khmer
- Assignment : Students prepare a set of financial statements in compliance with IFRS for SMEs (to the extent possible given constraints and available data) for a small or medium sized business or not-for-profit organization in Cambodia. The financial report will cover a period of two months. Accompanying the financial statements shall be a brief report assessing the business, its industry, and its financial performance. Drafts and a final report will be first written in English. Once the final report has been finalized, a translation of the financial statements into Khmer language is required.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Small and Medium-Sized Entities - Distinguish between entities that may and may not apply IFRS for SMEs (CK1) - Describe the components of a financial report prepared in accordance with IFRS for SMEs (CC2)	<i>Lecture</i> <i>Kahoot</i> Reading: IFRS for SMEs, Preface pp 6-9, Section 1 pp 10-11, Section 3 pp 22-26 Reference: Modules 1, 3

	3. Explain the advantages of IFRS for SMEs compared to IFRS (CK1)	
2	Statement of Financial Position 1. Organize accounts in a statement of financial position according to IFRS for SMEs' format (CC2) 2. Prepare a statement of financial position in accordance with IFRS for SMEs (CC2)	<i>Lecture</i> <i>Group case study</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 4 pp 27-30 Reference: Modules 4
3	Statement of Comprehensive Income 1. Explain the acceptable formats and classification in the statement of income or statement of income and retained earnings (CK1) 2. Classify expenses by nature and function (CC2)	<i>Lecture</i> <i>Group case study</i> <i>Discussion</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 5 pp 31-33, Section 6 34-35 Reference: Module 5
4	Concepts and Pervasive Principles, Notes to the Financial Statements 1. Describe the pervasive principles of IFRS for SMEs (CK1) 2. Explain how the objective of IFRS for SMEs influences application of IFRS for SMEs (CK2) 3. Identify the role, components and location of notes within the financial report (CC2) 4. Distinguish between relevant and irrelevant information for deciding on inclusion in the notes (CC2)	<i>Lecture</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 2 pp 12-13, 18, Section 8 pp 41-42, Section 10 page 50 Reference: Module 8
5	ACCA Code of Ethics and Conduct 1. Describe the fundamental principles of the ACCA Code of Ethics and Conduct (CIP2) 2. Apply the fundamental principles of the ACCA Code of Ethics and Conduct to resolve ethical dilemmas arising in financial reporting (CIP2)	<i>Lecture</i> <i>Group case study</i> <i>Kahoot</i> Reading: ACCA Code of Ethics and Conduct, pp 18-23 Reference: ACCA Code of Ethics and Conduct pp 24-31
6	Accounting Policies, Estimates and Errors 1. Define and distinguish changes in accounting policies, changes in estimates, and errors (CK1) 2. Determine the correct way to report changes in accounting policies, changes in estimates and errors (CC2)	<i>Lecture</i> <i>Group case study</i> Reading: IFRS for SMEs, Section 10 pp 50-54 Reference: Module 10
7	Basic Financial Instruments 1. Describe the types of financial instruments covered by IFRS for SMEs section 11. (CK1) 2. Calculate the amount a financial instrument should be recorded on initial recognition. (CC1)	<i>Lecture</i> <i>Group case study</i> Reading: IFRS for SMEs, Section 11 pp 55-59 Reference: Module 11
8	Basic Financial Instruments - Bad Debts 1. Estimate bad debts for a company (CC1) 2. Prepare the journal entries to account for bad debts (CC1) 3. Prepare the disclosure note for receivables (CC2)	<i>Lecture</i> <i>Group case study</i> Reading: IFRS for SMEs, Section 11 pp 62-65 Reference: Module 11
9	Controlled Case Study 1 1. Review and assess learning outcomes of lecture 1-8	<i>Controlled case study</i>

10	Accounting for Loans Payable 1. Prepare an amortisation schedule for a loan using Excel. (CCIT1) 2. Prepare the journal entries for a loan. (CC1)	<i>Demonstration using Excel</i> <i>Group case study using Excel</i> Reading: IFRS for SMEs, Section 11 pp 60-62 Reference: Module 11
11	Accounting for Loans Payable - Effective Interest Rate 1. Calculate the effective interest rate using Excel or Google Sheets (CCIT1) 2. Account for borrowing costs in accordance with section 25 (CC1) 3. Prepare the disclosure note for loans payable (CC2)	<i>Demonstration of the amortized cost method using Excel</i> <i>Group problems using Excel</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 11, pp 60-62, 68-70 Reference: Module 11
12	Other Financial Instrument Issues - Equity Instruments 1. Identify and account for equity instruments (CC1) 2. Identify and account for investments in associates (CC1)	<i>Demonstration using Excel</i> <i>Group problems using Excel</i> Reading: IFRS for SMEs, Section 11 pp 59, 60, IFRS for SMEs, Section 14 pp 84-87 References: Module 11, Module 14
13	Business and Industry Analysis - Porter's Five Forces 1. Prepare a business analysis using Porter's Five Forces and sources of competitive advantage. (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Presentation</i> Reading: Harvard Business Review, pp 25-39
14	Inventories 1. Determine the components of cost to include in inventory (CC1) 2. Distinguish between normal and abnormal costs (CC1)	<i>Lecture</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 13 pp 79-81 Reference: Module 13
15	Inventories 1. Determine inventory cost using the FIFO periodic method (CC1) 2. Record cost of goods sold following both expense by nature and expense by function (CC1) 3. Prepare a disclosure note for inventories (CC2)	<i>Demonstration</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 13 pp 82-83 Reference: Module 13
16	Specialised Activities - Biological Assets 1. Prepare the journal entries to account for biological assets (CC1) 2. Account for the harvested product of biological assets (CC1)	<i>Lecture</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 34 pp 208-210 Reference: Module 34
17	Specialised Activities - Service Concessions 1. Identify a service concession agreement (CC1) 2. Account for income and costs related to service concession agreements (CC1)	<i>Class case study</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 34 pp 211-212 Reference: Module 34
18	Controlled Case Study 2 1. Review and assess learning outcomes lecture 10- 17	<i>QControlled case study</i>

19	Investment Property 1. Distinguish between investment property and other types of property (CC1) 2. Record the gains and losses related to investment property (CC1) 3. Prepare a disclosure note for investment property (CC2)	<i>Lecture</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 16 pp 92-94 References: Module 16
20	Property, Plant and Equipment 1. Calculate the depreciation for property, plant and equipment (CC1) 2. Determine gains and losses on disposal (CC1)	<i>Demonstration</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 17 pp 95-101 Reference: Module 17
21	Property, Plant and Equipment 1. Account for renovation of property, plant and equipment (CC1) 2. Account for revaluation of property classified as property, plant and equipment (CC1) 3. Prepare a disclosure note for property, plant and equipment (CC2)	<i>Demonstration</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 17 pp 95-101 Reference: Module 17
22	Intangible Assets other than Goodwill 1. Record the purchase or development of software (CC1) 2. Calculate the amortisation of intangible assets with change in estimated useful life (CC1)	<i>Lecture</i> <i>Group problem based learning</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 18 pp 102-106 Reference: Module 18
23	Impairment of Assets 1. Explain when impairment needs to be tested (CC1) 2. Determine the recoverable amount of a potentially impaired asset (CC1) 3. Explain why it may not be necessary to determine value in use (CC1)	<i>Didactic questioning</i> <i>Group problems</i> <i>Discussion</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 27 pp 163-170 Reference: Module 27
24	Impairment of Assets 1. Calculate impairment expense of an individual asset (CC1)	<i>Case study</i> <i>Group problem</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 27 pp 163-170 Reference: Module 27
25	Leases 1. Distinguish between operating leases and finance leases (CC1) 2. Account for operating leases, including transaction costs and discounts (CC1) 3. Prepare a disclosure note for operating leases (CC2)	<i>Lecture</i> <i>Group problem</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 20 pp 113-120 Reference: Module 20

26	Leases 1. Determine the appropriate interest rate to be used with a given finance lease (CC1) 2. Prepare an amortisation schedule for payments and expense under a finance lease (CC1T1)	<i>Lecture</i> <i>Group problem</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 20 pp 113-120 Reference: Module 20
27	Leases 1. Prepare the journal entries for a finance lease (CC1) 2. Calculate the current and non-current portions of a finance lease (CC1)	<i>Demonstration using Google Sheets</i> <i>Group problems w/ Google Sheets</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 20 pp 113-120 Reference: Module 20
28	Leases 1. Prepare the disclosure notes for leases (CC2) 2. Prepare a statement of financial position, including lease liabilities (CC2) 3. Prepare a disclosure note for finance leases (CC2)	<i>Demonstration using Excel</i> <i>Group problems using Excel</i> <i>Case study</i> Reading: IFRS for SMEs, Section 20 pp 113-120 Reference: Module 20
29	Provisions and Contingencies 1. Explain the definition of provision and contingent liability (CK2) 2. Determine the amount and appropriate presentation of a provision (CC1) 3. Recommend a method of estimating a year end warranty provision (CC1) 4. Prepare the journal entries to record a warranty and annual adjustment thereto (CC1) 5. Prepare a disclosure note for provisions and contingencies (CC2)	<i>Lecture</i> <i>Group problems</i> <i>Kahoot</i> Reading: IFRS for SMEs, Section 21 pp 121-124 References: IFRS for SMEs, Section 21 Appendix pp 125-129; Module 21
30	Controlled Case Study 3 1. Review and assess learning outcomes lecture 23- 29	QControlled case study
31	Revenue 1. Explain the recognition criteria for revenue (CC1) 2. Account for revenue for sale of goods and services (CC1)	<i>Lecture</i> <i>Group case study</i> <i>Kahoot</i> Reading: IFRS for SMEs Section 23 pp 140-154 Reference: Module 23
32	Revenue 1. Account for deferred income (CC1) 2. Identify the revenue attributable to services in a bundle of goods and services (CC1)	<i>Lecture</i> <i>Case study</i> <i>Kahoot</i> Reading: IFRS for SMEs Section 23 pp 140-154 Reference: Module 23
33	Revenue 1. Describe the methods used to account for construction contracts (CC1) 2. Prepare the journal entries to record a construction contract using the input method (CC1) 3. Prepare a statement of profit or loss, including revenue (CC2)	<i>Lecture</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs Section 23 pp 140-154 Reference: Module 23

34	Employee Benefits 1. Account for basic employee benefits and the related withholding tax (CC1) 2. Determine the withholding tax component of employee benefits (CC1)	<i>Lecture group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 28 pp 171-172 Reference: Module 28
35	Employee Benefits 1. Identify long term bonuses and other long term employee benefits that should be accrued (CC1) 2. Account for long term bonuses (CC1)	<i>Lecture</i> <i>Demonstration</i> <i>Case study</i> Reading: IFRS for SMEs, Section 28 pp 178-179
36	Income Tax 1. Prepare the journal entries to prepayment of income tax (tax on profit) (CC1) 2. Prepare the journal entries to record withholding taxes that can be deducted from income tax (tax on profit) (CC1) 3. Prepare the year-end journal entry to record income tax payable (tax on profit) (CC1) 4. Prepare a statement of profit or loss, including tax (CC2)	<i>Lecture</i> <i>Case study</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 29 pp 182, 189 Reference: Module 29
37	Income Tax 1. Distinguish between the carrying amount of net assets and the tax base of net assets (CC1) 2. Calculate the taxable and deductible differences arising from temporary differences (CC1)	<i>Demonstration</i> <i>Case study</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 29 pp 183-186, 188-189 Reference: Module 29
38	Income Tax 1. Prepare the journal entries to record income tax expense, including adjustments to deferred tax (CC1) 2. Prepare a statement of financial position, including liabilities for current tax and deferred tax (CC2) 3. Prepare a disclosure note for income tax and deferred tax (CC2)	<i>Demonstration</i> <i>Case study</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 29 pp 189-191 Reference: Module 29
39	Controlled Case Study 3 1. Review and assess learning outcomes lecture 31- 38	<i>QControlled case study</i>
40	Cash Flow Statements 1. Define cash and cash equivalents (CK2) 2. Explain the difference between the direct and indirect methods of preparing a cash flow statement (CC1) 3. Explain the meaning of operating cash flows, investing cash flows, and financing cash flows (CC2) 4. Prepare the operating cash flow portion of a cash flow statement (CC2)	<i>Didactic questioning</i> <i>Lecture</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 7 pp 36-40 Reference: Module 7

41	Cash Flow Statements 1. Prepare the investing and financing portions of a cash flow statement (CC2) 2. Present exchange rate changes in foreign currency cash and cash equivalents in the cash flow statement (CC2)	<i>Demonstration</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 7 pp 36-40 Reference: Module 7
42	Cash Flow Statements 1. Prepare a full cash flow statement (CC2)	<i>Case study</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 7 pp 36-40 Reference: Module 7
43	Foreign Currency Translation 1. Determine the appropriate exchange rate to record foreign currency income, expense, assets, liabilities (CC2) 2. Record gains and losses arising from remeasurement and settlement of foreign currency receivables and payables (CC2)	<i>Lecture</i> <i>Demonstration</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 30 pp 192-194 Reference: Module 30
44	Foreign Currency Translation 1. Explain the concept of functional currency (CK1) 2. Explain the purpose of a presentation currency (CC2) 3. Prepare a disburse note for functional currency and presentation currency (CCIT1) 4. Prepare a disclosure note for a presentation currency that is not in compliance with the IFRS for SMEs presentation currency (CC2)	<i>Lecture</i> <i>Case study</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 30 pp 195-197 Reference: Module 30
45	Related Party Disclosures 1. Define a related party according to IFRS for SMEs (CK1) 2. Identify transactions with a related party that would warrant disclosure in the notes (CC2) 3. Prepare a related party disclosure note (CC2)	<i>Didactic questioning</i> <i>Group problems</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 33 pp 204-207 Reference: Module 33
46	Transition to the IFRS for SMEs 1. Define first time application of IFRS for SMEs (CK2) 2. Describe the additional disclosures required when an entity applies IFRS for SMEs for the first time (CK2, CC2) 3. Explain the simplifications allowed on transition to IFRS for SMEs (CK2) 4. Prepare a full set of financial statements for an entity that transitions to IFRS for SMEs for the first time (CC2)	<i>Lecture</i> <i>Case study</i> <i>Group problem based learning</i> <i>Discussion</i> Reading: IFRS for SMEs, Section 35 pp 213-218 Reference: Module 35
47	Review and preparation for final exam	<i>Lecture</i>
48	Review and preparation for final exam	<i>Lecture</i>
49	Student Presentations - Small Groups	<i>Presentation</i>
50	Student Presentations - Finalists	<i>Presentation</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. IFRS Foundation, IFRS for SMEs 2015, IFRS Foundation 2015.
2. Association of Chartered Certified Accounts, Code of Ethics and Conduct, Association of Chartered Certified Accountants, 2020.
3. Porter, ME, The Five Competitive Forces that Shape Strategy, Harvard Business Review, January 2008.

References

1. IFRS Foundation, IFRS for SMEs Education Modules, IFRS Foundation 2015- 2018
2. Makenzie, Bruce, Tapiwa Njikizana, et al, Applying IFRS for SMEs, Wiley, 2011.

BEHAVIORAL ECONOMICS

ECON 311

COURSE SPECIFICATION



Md Monirul Islam
Bangladesh
Assistant Professor

1. AIM

This course aims to give students an awareness as to how mental accounting, heuristics and other psychological phenomena can impact business. The course intends to assist and encourage students to exploit basic principles of behavioral economics to add value to their business activities by increasing profit, increasing customer satisfaction and allocating capital efficiently.

Increasing research, such as that by Nobel prize winner Daniel Kahneman, shows that day to day business decisions are significantly influenced by mental biases, which result in inefficiencies, errors and lost income.

We wish to enhance the efficiency, effectiveness and profitability of our students' business decisions by making them aware of their biases and developing strategies to avoid the negative effects of those biases. Moreover, we wish to help our students to be aware of the biases of others, such as customers, managers, colleagues. Similarly, we wish to help students develop means of overcoming these biases, and, in some cases, to exploit these biases to achieve positive outcomes.

2. COURSE DESCRIPTION

This course is an introductory course with a focus on introducing the principles and main features of behavioral economics. We begin with a general overview of heuristics, together with a review of key psychological phenomena.

The course covers the main components of behavioral economics, beginning with an assessment of good decision and followed by the potential biases which can potentially distract individuals from making good decisions. Course continues to cover strategies which can potentially reduce the negative effect of various biases and lead to greater probability of good decision making.

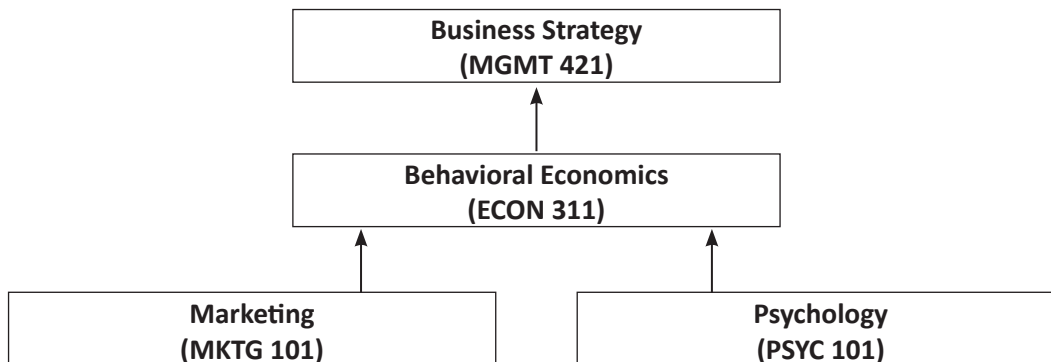
Credits: 1

	<u>Hours</u>
Lecturer Hours :	18
Self-Study Hours :	
Reading :	10 (Notes)

Review : 10 (Case Studies)
 Assignment : 15 (Field experiment, Analysis)
 35

Total Study Hours : 53

3. ROLE IN CURRICULUM



Prerequisites

Students must have finished Psychology and Marketing to study in this course.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Understanding this relatively new sub-discipline of economics, and how predictive power of its theories can be used in economic decision making. Understanding whether people make poor choices and they could be helped to make better choices.
Evaluate	PK1	CK2	Evaluate the effects of behavioral biases on business and personal decision making.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC1	CC1	Evaluate the principles underlying rational decision making and assess the how far rational thought can be used as a basis of decision making in practice.
Analyze	PC1	CC2	Analyze the contributory factors to bias in behavioral economics theory and the potential impact these factors have on rational decision making.
Apply	PC1	CC3	Evaluate possible strategies to avoid bias in decision making and apply these to real life situation.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCI4	CCIT1	Construct a previously done or new experiment to test any concept in behavioral economics using a small group of participants and present the results & the assess the impact in decision making.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively in groups to develop and present a real-life case study of decision-making incorporating rationality sources of bias and strategy to avoid poor decision making.

5. TEACHING METHODS

This course uses lecture/discussion and assignments; assigned readings will support learning and serve as a reference to material covered in class. During class, a varying (but at least 50%) percentage of the class will be devoted to the lecture/discussion with the balance of the class devoted to the discussion of how the concepts apply to the Action Learning Project. Throughout the semester, some class time will be used for in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CC1, CCIT1, CIP1, CIP2	PC1, PCI4, PIP1
Group Assignment	60%	CC1, CC3, CCIT1, CIP1	PC1, PCI4, PIP1
Quiz	20%	CK1, CK2, CK3, CC1, CC2	PK1, PC1
Total grading score	100%		

There is one assignment:

Construct a Business

- Work Group : Group of 2-3
- Output format : Report & Presentation
- Assignment : Each group is required to buy or import (for example; buy a unique product on Amazon / Taobao / e-Bay or from a local distributor) a product and resell the product using the principles studied in Behavioral Economics. The product needs to be sold and generate a minimum gross revenue of \$200. Each team prepares a written report and presents a summary of this project in an oral presentation.

7. STUDY PLAN

The course targets the 13 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 19.5 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Behavioral Economics 1. Describe the course learning outcomes and assessment 2. Understand what is a good decision (CK1) 3. Describe human choice behavior (CK1) 4. Group formation	<i>Lecture</i> <i>Class Discussion</i> Reading: What Is a Good Decision? (Page 4 - 10)
2	The Rise of Behavioral Economics 1. Explain traditional economic models (CK1) 2. Identify the history of behavioral economics (CK1) 3. Explain the prospect theory (CK1)	<i>Lecture</i> <i>Class Discussion</i> Reading: The Rise of Behavioral Economics (Page 11 - 17)
3	Reference Dependence 1. Explain Neuroscience, Reward Prediction Error, Want vs Liking (CK1) 2. Discussion on loss aversion, reference dependence, and the endowment effect (CK1) 3. Apply the concept of how to minimize the effects of reference dependence (CK2) Quiz 1: Lesson 1 – 2	<i>Lecture</i> <i>Class Discussion</i> Reading: Reference Dependence: It's All Relative (Page 18 - 24), Reference Dependence: Economic Implications (Page 25 - 31)
4	Range Effect & Probability Weighting 1. Understand the range effect and economic decision making (CK1) 2. Explain how to minimize the range effect (CK1) 3. Identify the bias people show when working with probability (CK1) 4. Understand how to deal with probabilities (CK2)	<i>Lecture</i> <i>Group Discussion on the Assignment</i> Reading: Range Effects: Changing the Scale (Page 32 - 38), Probability Weighting (Page 39 - 45)
5	Risk & Ambiguity 1. Understand risk and risk aversion (CK1) 2. Identify how people think about risk (CK1) 3. Explain how to manage risk (CK2) 4. Identify the difference between risk and ambiguity (CK1) 5. Explain Ambiguity Aversion and ways to minimize the effect of ambiguity (CK2) Quiz 2: Lesson 3 – 4	<i>Lecture</i> <i>Class Discussion</i> Reading: Risk: The Known Unknowns (Page 46 - 52), Ambiguity: The Unknown Unknowns (Page 53 - 59)
6	Bounded Rationality 1. Understand human has limited computational abilities (CK1) 2. Explain bounded rationality (CK1)	<i>Lecture</i> <i>Class Discussion</i> Reading: Bounded Rationality: Knowing Your Limits (Page 74 - 80)

7	Heuristics and Biases 1. Explain four of the most important heuristics, each of which provides a tool for overcoming a particular sort of cognitive limitation (CK1) 2. Running class experiments to observe the influence of heuristics (CCIT1) Quiz 3: Lesson 5 – 6	<i>Lecture</i> <i>Class Discussion</i> Reading: Heuristics and Biases (Page 81 - 87)
8	Precommitment 1. Explain how people making a binding decision ahead of time, essentially locking in a choice option now rather than keeping flexibility for the future (CK1)	<i>Lecture</i> <i>Class Discussion</i> Reading: Precommitment: Setting Rationality Aside (151 - 157)
9	Framing 1. Explain framing effects (CK1) 2. Understand how marketers are using the framing concepts to promote products (CK1, CK2) Quiz 4: Lesson 7 – 8	<i>Lecture</i> <i>Class Discussion</i> Reading: Framing: Moving to a Different Perspective (Page 158 - 164)
10	Interventions, Nudges, and Decisions 1. Explain how to shape other people's decision (CK1) 2. Understand how to use behavioral economics, psychology, and even neuroscience to influence what other people choose (CK2)	<i>Lecture</i> <i>Class Discussion</i> Reading: Interventions, Nudges, and Decisions (Page 165 - 172)
11	Review for Final exam Quiz 5: Lesson 9 – 10	<i>Lecture</i>
12	Presentation	<i>Assignment submission & presentation</i>
Total Hours: 18 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Huettel, S. (2014). Behavioral Economics: When Psychology and Economics Collide.

References

1. Kahneman, Daniel (2013) Thinking Fast and Slow, Farrar, Straus and Giroux.
2. Dan Ariely (2008). Predictably Irrational. New York: Harper Collins.
3. Richard H. Thaler and Cass R. Sunstein (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. New York: Penguin Group.
4. Burow, Peter, (2016) Behavioral Economics for Business-2nd Edition, NeuroPower Group.
5. Batey, Mark (2008), Brand Meaning, Routledge, New York

AUDIT THEORY AND PRACTICE

ACCT 341

COURSE SPECIFICATION



Maria Isabelita C. Manzon-Cabrera, CPA, MDE

Philippines

Adjunct Lecturer

1. AIM

This course aims to develop knowledge and understanding of the principles of external audit and the audit process and technical proficiency in the skills used for auditing financial statements.

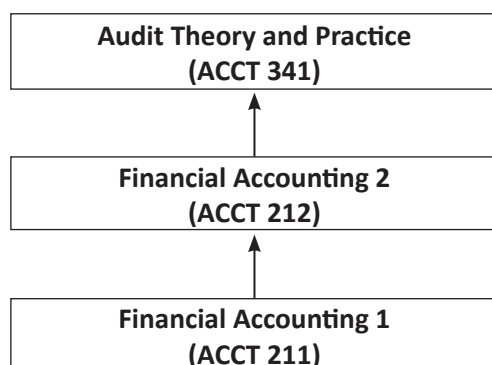
2. COURSE DESCRIPTION

The syllabus for audit theory starts with an introduction to the nature and purpose of an audit, including the duties and liability of auditors, and the regulation that auditors must adhere to. The syllabus then covers the areas relating to the process of an audit of financial statements starting at audit planning and risk assessment, recording and evaluating internal control, as well as tests of controls, audit evidence and the use of substantive procedures. The final section deals with audit completion including the audit report.

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:
Reading	: 54 (162 pages of technical reading)
Review	: 42 (3 short case studies, final case study)
Assignment	: <u>54</u> (research, analysis, writing)
	150
Total Study Hours	: 225

3. ROLE IN CURRICULUM



Audit Theory and Practice is the first course to introduce the fundamental knowledge on external audit processes for the bachelor of accounting and finance, building on existing financial accounting studies.

Prerequisites

Students must have completed Financial Accounting 1 and Financial Accounting 2.

4. LEARNING OUTCOMES

The learning outcomes for this course covers five main areas: Business environment and audit framework, Audit planning and risk, Internal control, Audit evidence and procedures and Audit completion. On successful completion of this course, students will be able to.

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK3	Explain the principles of internal control and the features of information systems
Understand	PK2	CK4	Describe audit evidence and audit procedures required to meet the objectives of an audit and apply International Standards on Auditing (ISAs)

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PK1	CK1	Interpret the purpose and scope of an audit and its regulatory framework as well as uphold the fundamental principles of the ACCA code of ethics and conduct to the duties of an auditor
Apply	PK1	CK2	Illustrate how to understand the entity and assess risks
Analyze	PK3	CK5	Analyze how the audit is completed and reflected in the different types of audit Report

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Utilize word software and spreadsheets to facilitate the preparation of learning papers on case studies, assignment, quizzes and mock exams.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP2	CIP1	Participate in a team to prepare audit programmes for real entities and/or audit simulations

5. TEACHING METHODS

This course is primarily lecture and assignment based; assigned homework and in-class tests will support learning to material covered in class. The class will be devoted to lecture, exercises and in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation and Attendance	5%	CK1, CK2, CK3, CK4	PK1
In-Class Tests	15%	CK1, CK2, CK3	PK1, PK2
Homework and Controlled Case Studies	20%	CK1, CK2, CK3, CK4, CK5	PK1, PK2
Group Assignment	10%	CK1, CK2, CK3, CK4	PK1, PK2
Midterm exam	20%	CK1, CK2, CK3, CK4	PK1, PK2
Final exam	30%	CK1, CK2, CK3, CK4, CK5	PK1, PK2
Total grading score	100%		

During the course, the following Course Outputs are required:

1 - Learning Paper on Controlled Case Studies:

- Case Study no. 1 on ACCA Fundamental Principles on Ethics
- Case Study no. 2 on Audit Planning and Risk Assessments
- Case Study no. 3 on Understanding and Testing Internal Control Systems
- Final Case Study on Audit Procedures

Assignment 2 - Charity

Work Group	: Group
Output format	: Professional Format using Google Spreadsheets
Language	: English
Assignment	: The students are required to design an audit program to meet the objectives of audit engagement for a specific account in the financial statements for a specific industry. The research requires desk research.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours (excluding 3 hours of Final Review) The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs

of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction 1. Describe the course learning outcomes and assessment 2. Explain the nature of the audit, including the advantages and disadvantages of an audit. (CK1)	Lecture Discussion - Kahoot Video
2	Business environment 1. Explain the nature of the audit, including the advantages and disadvantages of an audit. (CK1) 2. Explain the nature of accounting records. (CK1)	Lecture Demonstration of an audit report Oral questions Homework Reading: Chapter 1
3	Business environment (continued) 1. Explain the concept of true and fair presentation, and reasonable assurance. (CK1) 2. Explain the regulations governing the appointment, removal and resignation of auditors. (CK1)	Lecture Demonstration of an audit report Oral questions Quiz Reading: Chapter 1
4	Auditors responsibilities 1. Describe the responsibilities of directors. (CK1) 2. Describe the duties/rights of auditors. (CK1)	Lecture Demonstration of director's responsibilities - Kahoot Homework Reading: Chapter 2
5	Auditors responsibilities (continued) 1. Explain the liabilities of auditors under contract and negligence to clients (CK1) 2. Explain the liability of auditors to third parties (CK1)	Lecture Demonstration of director's responsibilities Quiz Reading: Chapter 2
6	Audit regulation 1. Explain the structure of auditing profession and the scope of ISA (CK1) 2. Discuss the fundamental principles of professional ethics (CK1)	Lecture Discussion Case Study Homework Reading: Chapter 3 Technical Paper
7	The ACCA Code of Ethics and Conduct 1. Describe each of the ACCA fundamental principles of the code of ethics and conduct (CK1)	Discussion - Kahoot Didactic questioning Reading: Chapter 3
8	The ACCA Code of Ethics and Conduct for Auditors 1. Apply the ACCA code of ethics and conduct to professional appointment and conflicts of interest of an auditor (CK1)	Lecture Discussion - Kahoot Case Study no. 1 Reading: Chapter 3
9	Audit regulation (continued) 1. Describe the detailed requirements, and application of professional ethics (CK1)	Lecture Discussion - Kahoot Drill & Practice Quiz Reading: Chapter 3

10	Auditor appointment 1. Explain the regulations governing the appointment, removal and resignation of auditors (CK1)	<i>Lecture</i> <i>Discussion - Kahoot</i> <i>Concept mapping</i> <i>Homework</i> Reading: Chapter 4
11	Auditor appointment (continued) 1. Explain how auditors obtain an initial understanding of the entity and its environment (CK2)	<i>Lecture</i> <i>Discussion - Kahoot</i> <i>Drill & Practice</i> <i>Quiz</i> Reading: Chapter 4
12	Risk assessment 1. Explain the importance of audit evidence, including sufficient appropriate audit evidence (CK4)	<i>Lecture</i> <i>Didactic questioning</i> <i>Drill and practice</i> <i>Homework</i> Reading: Chapter 5 Technical Paper
13	Risk assessment (continued) 1. Identify the factors that influence the relevance and reliability of audit evidence (CK.4)	<i>Lecture</i> <i>Didactic questioning</i> <i>Drill and practice</i> <i>Kahoot</i> Reading: Chapter 5
14	Risk assessment (continued) 1. Define audit risk, including inherent risk, control risk and detection risk (CK2) 2. Explain a risk-based approach to the audit (CK2)	<i>Lecture</i> <i>Concept mapping</i> <i>Case Study no. 2</i> Reading: Chapter 5
15	Risk assessment (continued) 1. Define the concept of materiality. (CK2) 2. Explain how auditors obtain an initial understanding of the entity and its environment (CK2)	<i>Lecture</i> <i>Concept mapping</i> Reading: Chapter 5
16	Risk assessment (continued) 1. Define the concept of materiality. (CK2) 2. Explain how auditors obtain an initial understanding of the entity and its environment (CK2)	<i>Lecture</i> <i>Concept mapping</i> Reading: Chapter 5
17	Risk assessment (continued) 1. Define the concept of materiality. (CK2) 2. Explain how auditors obtain an initial understanding of the entity and its environment (CK2)	<i>Lecture</i> <i>Concept mapping</i> <i>Quiz</i> Reading: Chapter 5
18	Audit planning 1. Identify and explain the need for planning an audit (CK2) 2. Identify and describe the contents of the overall audit strategy and the audit plan (CK2)	<i>Lecture</i> <i>Discussion - Kahoot</i> <i>Didactic questioning</i> <i>Homework</i> Reading: Chapter 6

19	Audit planning (continued) 1. Describe planning issues such as staffing (CK2) 2. Explain the use of CAATs in audit including the use of audit software and test data (CCIP1)	Lecture Discussion - Kahoot Didactic questioning Drill and practice Reading: Chapter 6 Technical Paper
20	Audit planning (continued) 1. Explain the purpose and contents of the current file and the permanent file (CK4)	Lecture Concept mapping Compare and contrast Reading: Chapter 6
21	Audit planning (continued) 1. Explain the quality control procedures that should exist over the review of audit working papers (CK4)	Lecture Discussion - Kahoot Didactic questioning Drill and practice Homework Reading: Chapter 6
22	Audit planning (continued) 1. Define audit sampling and identify the sampling methods (CK4) 2. State the main factors affecting sample sizes (CK4)	Lecture Discussion - Kahoot Didactic questioning Drill and practice Reading: Chapter 6 Technical Paper
23	Audit planning (continued) 1. Define audit sampling and identify the sampling methods (CK4) 2. State the main factors affecting sample sizes (CK4)	Lecture Didactic questioning Drill and practice Quiz Reading: Chapter 6
24	Internal control evaluation 1. Describe the five components of an internal control system. (CK3) 2. Describe the objectives of an internal control (CK3)	Lecture Discussion - Kahoot Case Study no. 3 Reading: Chapter 7 Technical Paper
25	Internal control evaluation (continued) 1. Describe the techniques used by auditors to understand, record accounting systems including narrative notes and flowcharts. (CK4) 2. Describe the techniques used by auditors to evaluate accounting systems including internal control questionnaires (ICQs), internal control evaluation questionnaires (ICEQs) and checklists. (CK4)	Lecture Didactic questioning Discussion - Kahoot Reading: Chapter 7
26	Internal control evaluation (continued) 1. Describe the inherent limitations of an internal control system. (CK3) 2. Evaluate the internal control system. (CCI1) & (CIP1)	Lecture Didactic questioning Discussion - Kahoot Reading: Chapter 7
27	Internal control evaluation (continued) 1. Describe the inherent limitations of an internal control system. (CK3) 2. Evaluate the internal control system. (CCI1) & (CIP1)	Lecture Didactic questioning Discussion Quiz Reading: Chapter 7

28	Tests of control: income and expenditures cycles 1. Describe and illustrate control procedures to meet specified objectives and explain the testing of controls of purchases and trade payables (CK4)	Lecture Didactic questioning Demonstration Homework Reading: Chapter 8 & 9
29	Tests of control: income and expenditures cycles (continued) 1. Describe and illustrate control procedures to meet specified objectives and explain the testing of controls of sales and trade receivables. (CK4)	Lecture Didactic questioning Demonstration Reading: Chapter 8 & 9
30	Tests of control: income and expenditures cycles (continued) 1. Describe and illustrate control procedures to meet specified objectives and explain the testing of controls of wages and salaries. (CK4)	Lecture Drill & Practice Quiz Reading: Chapter 8 & 9
31	Analytical procedures and estimates 1. Describe procedures used by auditors to obtain audit evidence, including analytical procedures (CK4)	Lecture Compare and contrast exercise Homework Reading: Chapter 10 Technical Paper
32	Analytical procedures and estimates (continued) 1. Describe audit testings over accounting estimates (CK4)	Lecture Quiz Reading: Chapter 10
33	Non-current assets 1. Explain the importance of the use of assertions (CK2) 2. Explain the assertions in relation to classes of transactions, account balances, and presentation and disclosure (CK2)	Lecture Discussion - Kahoot Homework Reading: Chapter 12
34	Non-current assets (continued) 1. Describe procedures used by auditors to obtain audit evidence, including inspection, observation, external confirmation, recalculations, reperformance, analytical procedures and inquiry (CK4)	Lecture Discussion - Kahoot Case Study no. 4 Reading: Chapter 12
35	Non-current assets (continued) 1. Explain the rationale for designing audit programmes by reference to audit procedures (CCI2)	Lecture Discussion - Kahoot Reading: Chapter 12
36	Non-current assets (continued) 1. Explain the rationale for designing audit programmes by reference to audit procedures (CCI2)	Drill and Practice Quiz Reading: Chapter 12
37	Inventories 1. Explain why the audit of inventory is often an area of high inherent risk (CK2) 2. Describe the audit procedures that should be undertaken before, during, and after attending an inventory count (CK4)	Lecture Video Concept mapping Homework Reading: Chapter 11
38	Inventories (continued) 1. Describe the extent to which an auditor may rely on a system of perpetual inventory (CK4)	Lecture Discussion - Kahoot Reading: Chapter 11

39	Inventories (continued) 1. Explain the substantive procedures to meet the specific objectives for the audit of inventory (CK4)	<i>Lecture</i> <i>Discussion - Kahoot</i> Reading: Chapter 11
40	Inventories (continued) 1. Explain the substantive procedures to meet the specific objectives for the audit of inventory (CK4)	<i>Lecture</i> <i>Drill & Practice</i> <i>Quiz</i> Reading: Chapter 11
41	Accounts receivable and cash 1. Explain the substantive procedures used in auditing each of the following: a. Trade receivable, prepayments and other receivables b. Bank and Cash (CK4)	<i>Lecture</i> <i>Homework</i> Reading: Chapter 13
42	Accounts receivable and cash (continued) 1. Explain the substantive procedures used in auditing each of the following: a. Trade receivable, prepayments and other receivables b. Bank and Cash (CK4)	<i>Lecture</i> <i>Discussion - Kahoot</i> Reading: Chapter 13
43	Accounts receivable and cash (continued) 1. Explain the substantive procedures used in auditing each of the following: a. Trade receivable, prepayments and other receivables b. Bank and Cash (CK4)	<i>Lecture</i> <i>Drill & Practice</i> <i>Quiz</i> Reading: Chapter 13
44	Liabilities 1. Explain the substantive procedures used in auditing each of the following: a. Trade payables, accruals and other payables (CK4)	<i>Lecture</i> <i>Discussion - Kahoot</i> <i>Homework</i> Reading: Chapter 14
45	Liabilities (continued) 1. Explain the substantive procedures used in auditing each of the following: a. Non-current liabilities (CK4)	<i>Lecture</i> <i>Discussion - Kahoot</i> Reading: Chapter 14
46	Liabilities (continued) 1. Explain the substantive procedures used in auditing each of the following: a. Provision (CK4)	<i>Lecture</i> <i>Drill and practice</i> <i>Quiz</i> Reading: Chapter 14
47	Forming an audit judgement 1. Define and discuss the significance of going concern and discuss indicators of going concern problems (CK2)	<i>Lecture</i> <i>Didactic questioning</i> <i>Homework</i> Reading: Chapter 15
48	Forming an audit judgement (continued) 1. Explain the procedures to be applied in performing going concern reviews (CK4) 2. Explain the purpose of written representation and describe the circumstances where they are necessary (CK4)	<i>Lecture</i> <i>Drill & Practice</i> <i>Quiz</i> Reading: Chapter 15

49	The external audit opinion 1. Describe the form and content of unmodified audit reports. (CK5)	<i>Lecture</i> <i>Discussion - Kahoot</i> <i>Homework</i> Reading: Chapter 16 Technical Paper
50	The external audit opinion (continued) 1. State the circumstances where an auditor should issue a modified audit report (CK5).	<i>Lecture</i> <i>Drill & Practice</i> <i>Quiz</i> Reading: Chapter 16
	Review 1 (All CK, CC, CCIT, CIP)	<i>Drill and Practice</i> <i>Discussion</i>
	Review 2 (All CK, CC, CCIT, CIP)	<i>Drill and Practice</i> <i>Discussion</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, Interactive Tex on FAU Foundation in Audit*
2. BPP Learning Media, Practice & Revision Kit Paper FAU Foundation in Audit*.

References

1. Kaplan Publishing, FAU Foundation in Audit*
2. Kaplan Publishing, Practice & Revision Kit Paper FAU Foundation in Audit*
3. International Standards on Auditing

*latest applicable version



MANAGEMENT ACCOUNTING 2

ACCT 321

COURSE SPECIFICATION



Siphath Lim, PhD

Cambodia

Professor

1. AIM

This course aims to develop knowledge and understanding of accounting for management techniques to support management in planning, controlling and monitoring performance in a variety of business context.

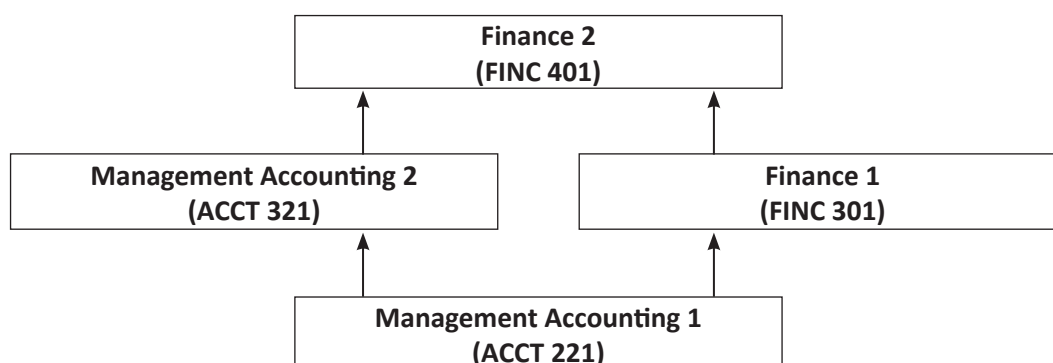
2. COURSE DESCRIPTION

Management Accounting 2 introduces candidates to elements of accounting for management which are used to make and support decisions. The course starts by introducing the nature, the source and purpose of cost accounting and the costing techniques used in business which are essential for any management accountant. The course then looks at the preparation and use of budgeting and standard costing and variance analysis as essential tools for planning and controlling business costs. The course concludes with an introduction to measuring and monitoring the performance of an organization.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	
Review :	
Assignment :	
Total Study Hours :	

3. ROLE IN CURRICULUM



Prerequisites

The prerequisite for this course is Management Accounting 1.

4. LEARNING OUTCOMES

The learning outcomes for this course cover five main areas: The nature, source and purpose of Management Accounting, Cost accounting techniques, Budgeting, Standard costing and Performance measurement. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the nature, source and purpose of Management Accounting.
Understand	PK1	CK2	Explain and apply cost accounting techniques; and performance measurement techniques,

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC6	CC1	Prepare, process and present cost information to support management in planning and decision-making in a variety of business contexts.
Apply	PC6	CC2	Demonstrate and discuss the effect of absorption and marginal costing on inventory valuation and profit determination.
Apply	PC6	CC3	Prepare production/cash budgets/forecast for planning and control.
Analyse	PC1	CC4	Compare actual costs with standard costs and analyze any variances.
Understand	PC3	CC5	Interpret the results of NPV, IRR, and payback calculations of investment viability.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use Excel to process and present information using tables, charts and graphs (bar charts, line graphs, pie charts and scatter graphs)

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Analyse	PIP2	CIP1	Participate in a team to solve basic management accounting problems.

5. TEACHING METHODS

This course is primarily lecture, class activities and assignment-based; assigned homework and in-class tests will support learning to material covered in class. The class will be devoted to lecture, class activities and exercises and in-class tests.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	All CK, All CC and All CCIT	PK1, PC1, PCIT1, PIP2
In-class tests	20%	All CK, All CC and All CCIT	PK1, PC1, PCIT1, PIP2
Assignment	20%	All CK, All CC and All CCIT	PK1, PC6, PCIT1, PIP2
Midterm exam	25%	All CK, CC1, CC2, CCIT1	PK1, PC1 PC3, PC6, PCIT1
Final exam	25%	All CK, CC1, CC2, CCIT1	PK1, PC1, PC3, PC6, PCIT1
Total grading score	100%		

During the course, there is one assignment:

Balanced Scorecard Analysis Assignment

Work Group	: Individual
Output format	: APA Format Report
Language	: English
Assignment	: The assignment is to conduct a company analysis of a company listed on an exchange. The report should include an overview of the company and the industry and a balanced scorecard analysis. For each of the 4 perspectives (Financial success, Customer satisfaction, Process Efficiency, Growth) students need to: determine the objectives, choose indicators to measure and monitor performance, set goals/targets, discuss actions and initiatives.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction Accounting for Management 1. Describe the purpose and role of cost and management accounting within an organisation. (CK1) 2. Compare and contrast financial accounting with cost and management accounting. (CK1) 3. Outline the management processes of planning, decision making and control. (CK1) 4. Explain the difference between strategic, tactical and operational planning. (CK1)	<i>Lecture</i> <i>Examples</i> Reading: Chapter 1
2	Accounting for Management (continued) 1. Distinguish between 'data' and 'information.' (CC1) 2. Identify and explain the attributes of good information. (CC1) 3. Explain the limitations of management information in providing guidance for managerial decision making. (CC1)	<i>Lecture</i> <i>Class activity using MCQs</i> Reading: Chapter 1
3	Sources of data 1. Describe sources of information from within and outside the organisation (including government statistics, financial press, professional or trade associations, quotations and price list). (CK1) 2. Explain the uses and limitations of published information/data (including information from the internet). (CK1) 3. Describe the impact of the general economic environment on costs/revenues. (CK1)	<i>Lecture</i> <i>Examples</i> Reading: Chapter 2a
4	Sources of data (continued) 1. Explain sampling techniques (random, systematic, stratified, multistage, cluster and quota). (CK1) 2. Choose an appropriate sampling method in a specific situation. (CK1)	<i>Lecture</i> <i>Class Activity with MCQs</i> Reading: Chapter 2a
5	Presenting Information 1. Prepare written reports representing management information in suitable formats according to purpose. (CCIT1) 2. Present information using tables, charts and graphs (bar charts, line graphs, pie charts and scatter graphs). (CCIT1) 3. Interpret information (including tables, charts, graphs) presented in management reports. (CCIT1)	<i>Lecture</i> <i>Class Activity with MCQs</i> Reading: Chapter 2b
6	Cost Classification 1. Explain and illustrate production and non-production costs. (CC1) 2. Describe the different elements of non-production costs- administrative, selling, distribution and finance. (CC1) 3. Describe the different elements of production costs- materials, labour and overheads.	<i>Lecture</i> <i>Class Activities with Problem solving questions</i> Reading: Chapter 3a

	4. Explain the importance of the distinction between production and non-production costs when valuing output and inventories. (CC1)	
7	Cost Classification (continued) 1. Explain and illustrate with examples classifications used in the analysis of the product/service costs including by function, direct and indirect, fixed and variable, stepped fixed and semi-variable costs. (CC1) 2. Explain and illustrate the use of codes in categorising transaction. (CC1) 3. Explain and illustrate the concept of cost objects, cost units and cost centres. (CC1) 4. Describe the differing needs for information of cost, profit, investment and revenue centre manager. (CC1)	<i>Lecture</i> <i>Group activity on costs classification.</i> Reading: Chapter 3a
8	Cost Behaviour 1. Explain and illustrate with examples classifications used in the analysis of the product/service costs, including by function, direct and indirect, fixed and variable, stepped fixed and semi-variable costs. (CC1) 2. Describe and illustrate graphically different types of cost behavior. (CC1)	<i>Lecture</i> <i>Group activity on costs classification.</i> Reading: Chapter 3b
9	Cost Behaviour (continued) 1. Use high-low analysis to separate the fixed and variable elements of total costs, including situations involving semi-variable and stepped fixed costs and changes in the variable cost per unit. (CC1) 2. Explain the structure of linear functions and equations. (CC1)	<i>Lecture</i> <i>Quiz on Chapters 3 a & b (MCQs)</i> Reading: Chapter 3b
10	Forecasting 1. Explain the advantages and disadvantages of using the high low method to estimate the fixed and variable element of costing. (CC3) 2. Construct scatter diagrams and lines of best fit. (CC3) 3. Analysis of cost data. (CC3) a. Explain the concept of correlation coefficient and coefficient of determination. (CC3) b. Calculate and interpret correlation coefficient and coefficient of determination. (CC3) c. Establish a linear function using regression analysis and interpret the results. (CC3) 4. Use linear regression coefficients to make forecasts of costs and revenues. (CC3) 5. Adjust historical and forecast data for price movements. (CC3) 6. Explain the advantages and disadvantages of linear regression analysis. (CC3) 7. Describe the product life cycle and explain its importance in forecasting. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 4

11	Forecasting (continued) 1. Explain the principles of time series analysis (Cyclical, trend, seasonal variation and random elements). (CC3) 2. Calculate moving averages. (CC3) 3. Calculation of trend, including the use of regression coefficients. (CC3) 4. Use trend and seasonal variation (additive and multiplicative). (CC3) 5. Explain the advantages and disadvantages of time series analysis. (CC3) 6. Explain the purpose of index numbers. (CC3) 7. Calculate simple index numbers for one or more variables. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Quiz on Chapter 4 Reading: Chapter 4
12	Accounting for Materials 1. Describe the different procedures and documents necessary for the ordering, receiving and issuing of materials from inventory. (CK2) 2. Describe the control procedures used to monitor physical and 'book' inventory and to minimise discrepancies and losses. (CK2) 3. Interpret the entries and balances in the material inventory account. (CK2) 4. Identify, explain and calculate the costs of ordering and holding inventory (including buffer inventory). (CK2) 5. Calculate and interpret optimal reorder quantities. (CK2) 6. Calculate and interpret optimal reorder quantities when discounts apply. (CK2)	<i>Lecture</i> <i>Class activities using sample questions.</i> Reading: Chapter 5
13	Accounting for Materials (continued) 1. Produce calculations to minimise inventory costs when inventory is gradually replenished. (CK2) 2. Describe and apply appropriate methods for establishing reorder levels where demand in the lead time is constant. (CK2) 3. Calculate the value of closing inventory and material issues using LIFO, FIFO and average methods. (CK2)	<i>Lecture</i> <i>Class activities using sample questions</i> <i>Quiz on Chapter 5</i> Reading: Chapter 5
14	Accounting for Labour 1. Calculate direct and indirect costs of labour. (CK2) 2. Explain the methods used to relate input labour costs to work done. (CK2) 3. Prepare the journal and ledger entries to record labour cost inputs and outputs. (CK2) 4. Describe different remuneration methods: time-based systems, piecework systems and individual and group incentive schemes. (CK2)	<i>Lecture</i> <i>Class activities using sample questions.</i> Reading: Chapter 6
15	Accounting for Labour (continued) 1. Calculate the level, and analyse the costs and causes, of labour turnover. (CK2) 2. Explain and calculate labour efficiency, capacity and production volume ratios. (CK2) 3. Interpret the entries in the labour account. (CK2)	<i>Lecture</i> <i>Class activities using sample questions</i> <i>Quiz on Chapter 6</i> Reading: Chapter 6

16	Accounting for Overheads 1. Explain the different treatment of direct and indirect expenses. (CK2) 2. Describe the procedures involved in determining production overhead absorption rates. (CK2) 3. Allocate and apportion production overheads to cost centres using an appropriate basis. (CK2) 4. Reapportion service cost centre costs to production cost centres (using reciprocal method where service cost centres work for each other). (CK2)	<i>Lecture</i> <i>Class activities using sample questions</i> Reading: Chapter 7a
17	Accounting for Overheads (continued) 1. Select, apply and discuss appropriate bases for absorption rates. (CK2) 2. Prepare journal and ledger entries for manufacturing overheads incurred and absorbed. (CK2) 3. Calculate and explain the under and over absorption of overheads. (CK2)	<i>Lecture</i> <i>Class activities using sample questions</i> <i>Quiz on Chapter 7a</i> Reading: Chapter 7a
18	Absorption and Marginal Costing 1. Explain the importance of, and apply, the concept of contribution. (CC2) 2. Demonstrate and discuss the effect of absorption and marginal costing on inventory valuation and profit determination. (CC2) 3. Calculate profit and loss under absorption and marginal costing. (CC2)	<i>Lecture</i> <i>Class activities using sample questions</i> <i>Group work on research on P/L using absorption and marginal costing.</i> Reading: Chapter 7b
19	Absorption and Marginal Costing (continued) 1. Reconcile the profits or losses calculated under absorption and marginal costing. (CC2) 2. Describe the advantages and disadvantages of absorption and marginal costing. (CC2)	<i>Lecture</i> <i>Class activities using sample questions</i> <i>Quiz on Chapter 7b</i> Reading: Chapter 7b
20	Job, Batch and Service Costing 1. Describe the characteristics of job and batch costing. (CC1) 2. Describe the situations where the use of job or batch costing would be appropriate. (CC1) 3. Prepare cost records and accounts in job and batch costing situations. (CC1) 4. Establish job and batch costs from given information. (CC1)	<i>Lecture</i> <i>Class activities using sample questions</i> Reading: Chapter 9a
21	Job, Batch and Service Costing (continued) 1. Identify situations where the use of service/operation costing is appropriate. (CC1) 2. Illustrate suitable unit cost measures that may be used in different service/operation situations. (CC1) 3. Carry out service cost analysis in simple service industry situations. (CC1)	<i>Lecture</i> <i>Quiz on Chapter 9a</i> Reading: Chapter 9a
22	Process Costing 1. Describe the characteristics of process costing. (CC1) 2. Describe the situations where the use of process costing would be appropriate. (CC1) 3. Explain the concepts of normal and abnormal losses and abnormal gains. (CC1)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 8a

	- Calculate the cost per unit of process outputs. (CC1) - Prepare process accounts, involving normal and abnormal losses and abnormal gains. (CC1) - Calculate and explain the concept of equivalent units. (CC1)	
23	Process Costing (continued) - Apportion process costs between work remaining in process and transfers out of a process using the weighted average and FIFO methods. (CC1) - Prepare process accounts in situations where work remains incomplete. (CC1) - Prepare process accounts where losses and gains are identified at different stages of the process. (CC1)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 8a</i> Reading: Chapter 8a
24	Process Costing, Joint Products, and By-products - Distinguish between by-products and joint products. (CC1) - Value by-products and joint productions at the point of separation. (CC1)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 8b
25	Process Costing, Joint Products, and By-products (continued) Prepare process accounts in situations where by-products and/or joint products occur. (CC1)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 8b</i> Reading: Chapter 8b
26	Alternative Costing principles - Explain activity based costing (ABC), target costing, life cycle costing and total quality management (TQM) as alternative cost management techniques. (CC1) - Differentiate ABC, target costing and life cycle costing from the traditional costing techniques (calculations are not required). (CC1)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 9b
27	Budgeting - Nature and purpose - Explain why organisations use budgeting. (CC3) - Describe the planning and control cycle in an organisation. (CC3) - Statistical techniques - Explain the role and features of a computer spreadsheet system. (CC3) - Identify applications for computer spreadsheets and their use in cost and management accounting. (CC3) - Budget preparation - Explain and illustrate 'what if' analysis and scenario planning. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 10a
28	Budgeting (continued) - Flexible budgets - Explain the importance of flexible budgets in control. (CC3) - Explain the disadvantages of fixed budgets in control. (CC3) - Identify situations where fixed or flexible budgetary control would be appropriate. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 10a</i> Reading: Chapter 10a

	d. Flex a budget to a given level of volume. (CC3) 2. Budgetary control and reporting a. Define the concept of responsibility accounting and its significance in control. (CC3) b. Explain the concept of controllable and uncontrollable costs. (CC3) c. Prepare control reports suitable for presentation to management. (CC3)	
29	The Budgetary Process 1. Nature and purpose of budgeting a. Explain the administrative procedures in the budgeting process. (CC3) b. Describe the stages in the budgeting process (includes relevant data, planning and agreeing draft budgets, and the purpose of forecasts and how they link to budgeting.) (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 10b
30	The Budgetary Process (continued) 1. Budget preparation a. Explain the importance of the principal budget factor in constructing the budget. (CC3) b. Prepare sales budgets. (CC3) c. Prepare functional budgets (production, raw materials usage and purchases, labour, variable and fixed overheads.) (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 10b
31	The Budgetary Process (continued) 1. Budget preparation a. Prepare cash budgets. (CC3) b. Prepare master budgets (statement of profit or loss and statement of financial position). (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 10b</i> Reading: Chapter 10b
32	Making Budgets work 1. Behavioural aspects of budgeting a. Explain the importance of motivation in performance management. (CC3) b. Identify factors in a budgetary planning and control system that influence motivation. (CC3) c. Discuss managerial incentive schemes. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 11
33	Making Budgets work (continued) 1. Behavioural aspects of budgeting a. Discuss the advantages and disadvantages of a participative approach to budgeting. (CC3) b. Explain top down, bottom up approaches to budgeting. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 11</i> Reading: Chapter 11
34	Capital Expenditure Budgeting 1. Discuss the importance of capital investment planning and control. (CC3) 2. Define and distinguish between capital and revenue expenditure. (CC3) 3. Outline the issues to consider and the steps involved in the preparation of a capital expenditure budget. (CC3)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 12a

35	Methods of project appraisal 1. Explain and illustrate the difference between simple and compound interest, and between nominal and effective interest rates. (CC3) 2. Explain and illustrate compounding and discounting. (CC3) 3. Explain the distinction between cash flow and profit and the relevance of cash flow to capital investment appraisal. (CC3) 4. Identify and evaluate relevant cash flows for individual investment decision. (CC3) 5. Explain and illustrate the net present value (NPV) and internal rate of return (IRR) methods of discounted cash flow. (CC5)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 12b
36	Methods of project appraisal (continued) 1. Calculate present value using annuity and perpetuity formulae. (CC3) 2. Calculate NPV, IRR and payback (discounted and non discounted) (CC4) 3. Interpret the results of NPV, IRR and payback calculations of investment viability. (CC5)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 12b</i> Reading: Chapter 12b
37	Standard Costing 1. Explain the purpose and principles of standard costing. (CC4) 2. Explain and illustrate the difference between standard, marginal and absorption costing. (CC4) 3. Establish the standard cost per unit under absorption and marginal costing. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 13
38	Cost variances 1. Variance Calculations and analysis a. Calculate materials total, price and usage variance. (CC4) b. Calculate labour total, rate and efficiency variance. (CC4) c. Calculate variance overhead total, expenditure and efficiency. (CC4) d. Calculate fixed overhead total, expenditure and, where appropriate, volume, capacity and efficiency variances. (CC4) e. Interpret the variances. (CC4) f. Explain factors to consider before investigating variance, explain possible causes of the variances and recommend control action. (CC4) g. Explain the interrelationships between the variances. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 12b</i> Reading: Chapter 14a
39	Cost variances (continued) 1. Budgetary control and reporting a. Calculate sample variances between flexed budget, fixed budget and actual sales, costs and profits. (CC4) b. Discuss the relative significance of variance. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 14a

	c. Explain potential action to eliminate variances. (CC4)	
40	Sales variances and operating statements 1. Budgetary control and reporting a. Explain potential action to eliminate variances. (CC4) 2. Variance calculations and analysis a. Calculate sales price and volume variance. (CC4) b. Calculate actual or standard figures where the variances are given. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 14b
41	Sales variances and operating statements (continued) 1. Reconciliation of budgeted profit with actual profit a. Reconcile budget profit with actual profit under standard absorption costing. (CC4) b. Reconcile budgeted profit or contribution with actual profit or contribution under standard marginal costing. (CC4)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 14b</i> Reading: Chapter 14b
42	Target Setting 1. Performance measurement overview a. Discuss the purpose of mission statements and their role in performance measurement. (CK2) b. Discuss the purpose of strategic and operational and tactical objectives and their role in performance measurement. (CK2) c. Discuss the impact of economic and market conditions on performance measurement. (CK2) d. Explain the impact of government regulation on performance measurement. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 15
43	Target Setting (continued) 1. Performance measurement- application a. Discuss critical success factors and key performance indicators and their link to objectives and mission statements. (CK2) b. Establish critical success factors and key performance indicators in a specific situation. (CK2) 2. Monitoring performance and reporting a. Discuss the relationship between short-term and long-term performance. (CK2) b. Discuss the role of benchmarking in performance measurement. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 15</i> Reading: Chapter 15
44	Financial Performance Measurement 1. Performance measurement-application a. Discuss and calculate measures of financial performance (profitability, liquidity, activity and gearing) and non-financial measures. (CK2) b. Profitability i. Calculate return on investment and residual income. (CK2) ii. Explain the advantages and limitations of return on investment and residual income. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 16

45	Financial Performance Measurement (continued) - Cost reductions and value enhancement - Compare cost control and cost reduction. (CK2) - Describe and evaluate cost reduction methods. (CK2) - Describe and evaluate value analysis. (CK2) - Monitoring performance and reporting - Discuss measures that may be used to assess managerial performance and the practical problems involved. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 16</i> Reading: Chapter 16
46	Assessing non-financial performance - Performance measurement- overview - Explain the impact of government regulation on performance measurement. (CK2) - Performance measurement- application - Perspectives of the balance score card - Discuss the advantages and limitations of the balanced scorecard. (CK2) - Describe performance indicator for financial success., customer satisfaction, process efficiency and growth. (CK2) - Economy, efficiency and effectiveness - Explain the concepts of economy, efficiency and effectiveness. (CK2) - Describe performance indicators for economy, efficiency and effectiveness. (CK2) - Establish performance indicators for economy, efficiency and effectiveness in a special situation. (CK2) - Discuss the meaning of each of the efficiency, capacity and activity ratios. (CK2) - Calculate the efficiency, capacity and activity ratios in a specific situation. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> Reading: Chapter 17
47	Assessing non-financial performance (continued) - Performance measurement- application - Unit costs - Describe performance measures which would be suitable in contract and process costing environments. (CK2) - Resource utilisation - Describe measures of performance utilisation in service and manufacturing environments. (CK2) - Establish measures of resource utilisation in a specific situation. (CK2) - Quality of Service - Distinguish performance measurement issues in service and manufacturing environments. (CK2) - Describe performance measures appropriate for service industries. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 12b</i> Reading: Chapter 17

48	Assessing non-financial performance (continued) 1. Monitoring performance and reporting a. Discuss the importance of non-financial performance measures. (CK2) b. Discuss the relationship between short term and long term performance. (CK2) c. Discuss the measurement of performance in non profit seeking and public sector organizations. (CK2)	<i>Lecture</i> <i>Class Activities using sample questions</i> <i>Quiz on Chapter 12b</i> Reading: Chapter 17
49	Review (1) (All CLOs)	
50	Review (2) (All CLOs)	
	Guest Lecture 1. Budgeted planning 2. Financial and nonfinancial performance measurement	<i>Lecture</i>
Total Hours: 75 hours		

Time for the midterm and final examination is not included in the lecture hours above.

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, FMA/F2 Management Accounting (For exams from 1 September 2020 to 31 August 2021).
2. BPP Learning Media, Practice & Revision Kit Paper FMA/F2 Management Accounting, (For exams from 1 September 2019 to 31 August 2020)..

References

1. Kaplan Publishing, FMA/F2 Management Accounting, (For exams from 1 September 2019 to 31 August 2020).
2. Kaplan Publishing, Practice & Revision Kit Paper FMA/F2 Management Accounting, (For exams from 1 September 2019 to 31 August 2020)..

CAMBODIAN BUSINESS LAW

LAWS 311

COURSE SPECIFICATION



Phalthy Hap, PhD

Cambodia
Lecturer

1. AIM

This course aims to develop knowledge and skills in the understanding of the general legal framework, and specific legal areas, relating to Cambodian corporate and business law for the basic needs in the business transactions.

2. COURSE DESCRIPTION

Business Law is divided into ten areas. The syllabus begins with a general overview of the Cambodian legal system, including political institutions and their powers, and the judicial system. That is followed by a rather detailed analysis of laws and regulations specific to the formation, financing, management, and lifecycle of companies, including applicable dispute resolutions.

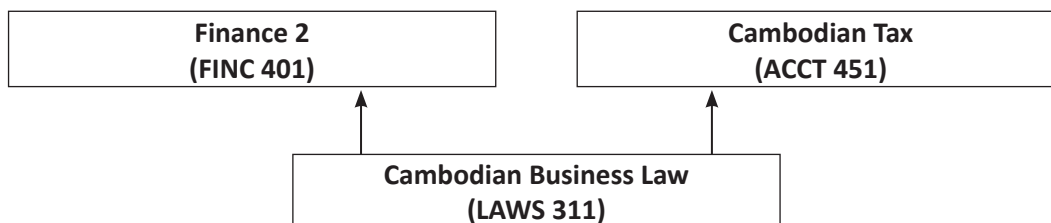
The syllabus then continues with a look at juristic persons, followed by a substantial presentation of all aspects of contract law, as it applies to companies.

The syllabus also covers labor law, including labor contracts, employee benefits, employment termination, and labor disputes. Also insolvency is another focus of the course.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	86 (42 hours for lecturer note and 44 hours for relevant laws)
Role play :	18 (Class work, case study)
preparation	
Assignment :	61 (Research, analysis, writing, conference preparation)
	155
Total Study Hours :	230

3. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite for this course.

4. LEARNING OUTCOMES

The course learning outcomes cover four main areas: the understanding of the basic elements of legal system, the contract formation, the management of companies, and identification of dispute resolutions:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PK3	CK1	Select appropriate form of contracts under the Civil Code in the
context of companies.	PK1	CK2	Explain and apply cost accounting techniques; and performance measurement techniques,
Apply	PK3	CK2	Invent the stories relating to Cambodian Business Law.
Remember	PK4	CK3	Identify the essential elements of the legal system as it pertains to corporate and business law, including the main sources of law.
Understand	PK4	CK4	Explain legal personality, and legal capacity of companies.
Understand	PK4	CK5	Explain the process of company formation, including the steps involved in formation.
Apply	PK4	CK6	Recognize and apply the appropriate legal rules relating to the Law on Commercial Enterprises, and Investment Law.
Understand	PK4	CK7	Describe how companies are managed, administered, and regulated, and recognize and compare types of capital and financing of companies.
Understand	PK4	CK8	Explain concepts of property law, land titling and security interests in property.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Understand	PC2	CC1	Recognize the legal implications relating to companies in difficulty or in crisis, and apply dispute resolution and insolvency law and principles as appropriate.
Understand	PC3	CC2	Form employment contract and explain the impact therefrom,

Analyse	PC4	CC3	Distinguish between the different forms of companies and reasons for such different forms.
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4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Calculate wage, the severance pay, and tax on property.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP3	CIP1	Demonstrate an understanding of corporate governance and ethical issues

5. TEACHING METHODS

This course is the combination of lecture, discussion, debate and assignment presentation. Students are required to read the relevant topics in advance so that the discussion in class will be fruitful. Students may be randomly selected to do the presentation of lecture therefore the well prepared reading is a must. Writing and presenting assignments are compulsory for this course.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	5%	All CK, All CC, All CCIT, All CIP	PK3, PK4, PC2, PC3, PCIT1, PIP1
Assignment:			
Paper	10%	All CK, All CC, All CCIT, All CIP	PK3, PK4, PC2, PC3, PCIT1, PIP1
Presentation	10%		
Video Clip	10%		
Quiz:	10%	All CK, All CC, All CCIT, All CIP	PK3, PK4, PC2, PC3, PCIT1, PIP1
Midterm exam	15%	CK1, CK3, CK6, CK7, CK8, CC1, CC2	PK4, PK3, PK4, PK4, PK4, PC2, PC3
Final exam	40%	All CK, All CC, All CCIT, All CIP	PK3, PK4, PC2, PC3, PCIT1, PIP1
Total grading score	100%		

During the course, there is one assignment:

Balanced Scorecard Analysis Assignment

Work Group : Group
Output format : APA Format Report, Presentation, Video Clip
Language : English

Assignment : Student groups write a research report and analysis on one of the following topics from a perspective relevant to Cambodian Business Law:

1. National Assembly of Cambodia
2. Court System in Cambodia
3. Working Conditions in Cambodian Labor Law
4. Labor Disputes in Cambodia
5. Opportunity of Investment in Cambodia
6. Formation of Companies
7. Issues of Insolvency in Cambodia
8. Alternative Dispute Resolution in Cambodia

A draft assignment is submitted mid-semester so that a mock conference can be conducted. Each group assigns one member to function as the speaker in the mock conference. The mock conference is divided into two sessions. In each session, four speakers from different topics are allowed to present the draft of assignment. Each speaker is required to present within 5 minutes with the time is strictly managed by a coordinator. After speakers' presentations, questions and answers (Q & A) are welcomed for a period of 20 minutes.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Course of Cambodian Business Law 1. Describe the lecturer profile. 2. Show the vision of CamEd Business School which relates to Business Law. 3. Introduce the Basic Cambodian Business. (CK3)	<i>Students receive course guideline for the whole semester</i>
2	Essential Elements of the Legal System (1) 1. Describe the types of legal system 2. Classify main laws and specific laws. 3. Explain the hierarchy of law. 4. Describe the effect of law. (CK3)	<i>Lecture, discussion</i> <i>Students do assignment in group outside class</i>
3	Essential Elements of the Legal System (2) 1. Describe the procedures of making law, 2. Analyze the effectiveness of public power in Cambodia. (CK3)	<i>Lecture, discussion</i> <i>Students do assignment in group outside class</i>
4	Essential Elements of the Legal System (3) 1. Describe the procedures of making law. 2. Analyze the effectiveness of public power in Cambodia. (CK3)	<i>Lecture, discussion</i> <i>Students do assignment in group outside class</i>
5	Essential Elements of the Legal System (4) 1. Describe the types of disputes. 2. Show the way how disputes to be resolved. (CK3)	<i>Lecture, discussion, Quiz</i> <i>Students do assignment in group outside class</i>

6	Legal Personality of Company (1) 1. Explain the meaning of legal personality. 2. Show the existence of legal personality with regard to fetus. 3. Explain the meaning of the company. 4. Explain the legal existence of the company. (CK3)	<i>Lecture, discussion, group work, and student presentation.</i> <i>Students do assignment in group outside class</i>
7	Legal Personality of Company (2) 1. Show the importance of legal existence of the company. 2. Describe the types of juristic persons. 3. List necessary things for company registration criteria. (CK4, CK5)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
8	Legal Personality of Company (3) 1. Show the possibility of having Cambodian nationality of a company. 2. Explain the existence of rights and obligations of a company. 3. Develop a case study with regard to the increase of fund to develop a company. (CK3, CK4, CC3)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
9	Formation and Constitution of Companies (1) 1. Show the way to form and register limited and unlimited liability incorporated associations. 2. Modify the by-law of a limited and unlimited liability incorporated associations, 3. Demonstrate the possibility to expel a member of a company. (CK4, CK6)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
10	Formation and Constitution of Companies (2) 1. Show the way to form and register incorporated foundations. 2. Describe the supplementation of by-law, 3. Generate ideas for business debate, 4. Use reasoning and logical ideas to debate. (CK5, CC2)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
11	Contract (1) 1. Describe the formation of contract. 2. Show the effect of offer with acceptance period. 3. Address the effect of offer with no acceptance period. 4. Explain the consequence of delayed acceptance. (CK1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
12	Contract (2) 1. Explain the acceptance with modification of offer. 2. Show the effect of revocation of offer made to unspecified party. 3. Show the defective declaration of intention. 4. Develop examples of mistakes in making a contract. (CK1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
13	Contract (3) (CK4) 1. Explain the meaning of agency. 2. Show the impact of agency without authorization. 3. Explain the effect of loans for consumption. (CK1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>

14	Contract (4) 1. Explain the lease contract. 2. Differentiate between the mandate and agency. 3. Identify the works contract and employment contract. (CK1)	<i>Lecture, discussion, group work, student presentation, quiz</i> <i>Students do assignment in group outside class</i>
15	Labor Law (1) 1. Describe the scope of the 1997 Labor Law. 2. Describe the types of workers. 3. Demonstrate the relevant needs of enterprises or establishment. (CC2)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
16	Labor Law (2) 1. Demonstrate the importance of the employment regulation. 2. Compare the type of employment contracts. 3. Prepare an employment contract, 4. Explain the possibility of contract suspension and termination. (CC2)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students do assignment in group outside class</i>
17	Labor Law (3) 1. Calculate the wage of workers, 2. Calculate the wage concerning employment contract. (CC2)	Lecture, discussion, group work and student presentation. Students do assignment in group outside class
18	Labor Law (4) 1. Describe Social Security Fund. 2. Show the way of labor dispute resolution, 3. Explain the rights to form a trade union. (CC2, CCIT1)	Lecture, discussion, group work, student presentation, Quiz Students do assignment in group outside class
19	Property (1) 1. Explain the concept of ownership. 2. Show the reason of land privatization. 3. Describe the institutional reform for land management. (CK8)	<i>Students do assignment in group out</i> <i>Lecture, discussion, group work, student presentation side class</i>
20	Property (2) 1. Explain the importance of mortgage. 2. Describe the process of putting immovable property in mortgage. (CK8)	<i>Lecture, discussion, group work, and student presentation.</i> <i>Students do assignment in group outside class</i>
21	Property (3) 1. Explain the meaning of antichresis. 2. Instruct how to put immovable property in antichresis. (CK8)	<i>Lecture, discussion, group work & student presentation.</i>
22	Property (4) 1. Define the specific types of contracts with regard to transfer of immovable property. 2. Calculate the stamp duties with regard to transfer of immovable property. (CK8, CCIT1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students prepare and rehearse presentation for mock conference by themselves outside class</i>
23	Property (5) 1. Describe the application process of construction permits. 2. Explain the concept of co-ownership. 3. Demonstrate the management process of co-owned buildings. (CK8)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students prepare and rehearse presentation for mock conference</i>

24	Property (6) 1. Describe the possible way of running housing development business. 2. Make a business plan with regard to housing development projects. (CK8)	<i>Lecture, discussion, group work and student presentation, Quiz</i> <i>Students prepare and rehearse presentation for mock conference</i>
	Midterm 1. Review all important points already learned.	<i>Students take a midterm exam</i>
25	Mock conference (1) 1. Present the research paper. 2. Respond to the questions in appropriate way. (All CK, All CC, All CCIT, All CIP)	<i>Students submit the draft of assignment for mock conference</i> <i>Students present the draft of assignment for feedback</i>
26	Mock conference (2) 1. Present the research paper. 2. Respond to the questions in appropriate way. (All CK, All CC, All CCIT, All CIP)	<i>Students present the draft of assignment for feedback</i>
27	Common feedback on assignment 1. Revise the writing in accordance with the feedback raised. 2. Resolve the problem when facing. (CIP1)	<i>Students receive the common feedback to develop their assignment</i> <i>Students discuss the case given by the lecturer in the whole class.</i>
28	Law on Commercial Enterprises (1) 1. Prepare the registration for the partnership and company. 2. Identify the name of a company. (CK1, CK7, CK8)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignments outside class.</i> <i>Students' role play</i>
29	Law on Commercial Enterprises (2) 1. Define the partnership. 2. Describe the relations between partners. (CK1, CK7)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class.</i>
30	Law on Commercial Enterprises (3) 1. Describe the characteristics of limited partnership. 2. Demonstrate the importance of a company. (CK5, CK7)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class.</i>
31	Law on Investment (1) 1. Explain the role of the council for the development of Cambodia. (CK6)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class</i>
32	Law on Investment (2) 1. Demonstrate the solutions when the investment involves disputes. 2. Describe the investment activities prohibited by law. 3. Analyze the impact of investment which does not comply with law. (CK6)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class</i>
33	Law on Investment (3) 1. Describe the structure of CDC. 2. Develop a case for an investment project. (CK6)	<i>Lecture, discussion, group work, student role play, Quiz</i> <i>Students revise assignment outside class</i>

34	Status of Companies (1) 1. Illustrate the meaning of receiver and receiver manager. 2. Explain the possibility of calling a general meeting. 3. Analyze the impact of meetings held by shareholders. (CK7)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class</i>
35	Status of Companies (2) 1. Describe the process of notice of meeting. 2. Explain the quorum of the meeting. 3. Analyze the impact of proxy. 4. Analyze the impact of merger of companies. (CK6, CK7)	<i>Lecture, discussion, group work, Quiz and student presentation.</i> <i>Students revise assignment outside class</i>
36	Status of Companies (3) 1. Explain the type of trading activities. 2. Demonstrate the process of legal compliance with regard to business start up. (CK4, CIP1)	<i>Lecture, discussion, group work, student presentation, Quiz</i> <i>Students revise assignment outside class</i>
37	Management, Capital & Financing of Companies (1) 1. Explain the importance of shares and dividends. 2. Analyze the special rights and restrictions to the shares. (CK6, CIP1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class.</i>
38	Management, Capital & Financing of Companies (2) 1. Demonstrate the possible ways of financing companies. (CK7, CC1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students revise assignment outside class.</i>
39	Corporate Governance and Ethics (1) 1. Describe the characteristics of corporate governance. 2. Demonstrate the effect of dissent of directors. (CK7, CC1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students submit the final assignment and prepare assignment presentations outside class.</i>
40	Corporate Governance and Ethics (2) 1. Describe the duties of directors. 2. Explain the importance of business ethics. 3. Analyze the impact of ethics on business. (CK7, CC1)	<i>Lecture, discussion, group work and student presentation.</i>
41	Dispute Resolutions and Insolvency (1) 1. Overview of commercial enterprises in Cambodia. 2. Explain the process of insolvency. (CK7, CC1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students prepare assignment presentation outside class</i>
42	Dispute Resolutions and Insolvency (2) 1. Show the possible dispute resolutions by various means other than court system. 2. Analyze the impact of court system on economy. (CK7, CC1)	<i>Lecture, discussion, group work and student presentation.</i> <i>Students prepare assignment presentation outside class</i>
43	Other Relevant Laws 1. Describe some laws relevant to Cambodian Business Law. (CK7, CC1)	<i>Lecture, discussion, group work, Quiz and student presentation.</i> <i>Students submit the final assignment and prepare assignment presentations outside class.</i>

44	Assignment Presentation (1) 1. Present the research result. (All CK, All CC, All CCIT, All CIP)	<i>Students submit the final assignment and prepare assignment presentation outside class</i> <i>Students present the assignment</i>
45	Assignment Presentation (2) 1. Present the research result. (All CK, All CC, All CCIT, All CIP)	<i>Students present the assignment</i>
46	Assignment Presentation (3) 1. Present the research result. (All CK, All CC, All CCIT, All CIP)	<i>Students present the assignment</i>
47	Review session (1) 1. Recall important points (All CK, All CC, All CCIT, All CIP)	<i>Students discuss what they have learned</i>
48	Review session (2) 1. Recall important points (All CK, All CC, All CCIT, All CIP)	<i>Students discuss what they have learned</i>
49	Display of Video Clips 1. Produce the case study and perform the video. 2. Address the defect in video performance. (CK2)	<i>Submission of video clips</i> <i>Students watch the videos and give constructive feedback</i>
50	Review session (3) 1. Recall important points (All CK, All CC, All CCIT, All CIP)	<i>Students discuss what they have learned.</i> <i>Students give comments on the course</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. CamEd Business School, Cambodian Business Law: Student Study Text for Exams up to December 2020.

References

1. CamEd Business School. Cambodian Business Law: References, Laws, Regulations for Exams up to December 2020.
2. Hap, Phalthy. "Cambodian Business Law." Phnom Penh: CamEd Business School, 2020.

BUSINESS ETHICS

MGMT 311

COURSE SPECIFICATION



Kenneth Paul Charman, MBA, PhD

UK

Professor

1. AIM

This course introduces students to a new concept in ethics in the framework of 'Creating Shared Value' (CSV). It encourages students to think of business as means to address social needs. Whilst covering all of the issues related to ethical behaviour, CSV focuses on making a profit and creating sustainable competitive advantage through addressing a social need. CSV addresses social needs directly as part of the business model, and differs from Corporate Social Responsibility (CSR), which focuses on addressing the interests of a company's stakeholders, and Philanthropy, which addresses social needs through donations which may or may not have any connection to the firm's business. Students are encouraged to assess CSV as both an ethical business (through addressing social needs) and a business with sustainable competitive advantage (through long term sustainability and profitability). Whereas under CSR ethical behaviour is defined and referred to in all aspects of the company's decision making, under CSV, the ethical behaviour is addressing social needs as the business itself.

This provides students with ideas and frameworks they can use to recognise how businesses can add value to society whilst making a profit, and gives students a range of perspectives on company responsibilities to society and opportunities to focus their business on addressing a social need. This will help students develop the ethical understanding and reasoning abilities that will enable them to identify the ethical dimensions of problems and situations they will encounter throughout their entrepreneurial or corporate careers. As a result, they would be able to take these into account while forming their opinions and making decisions, and when building their own strategic solutions to business opportunities.

2. COURSE DESCRIPTION

The course begins with a thorough overview of CSV Concepts to show how businesses can be involved in addressing social needs, and how this might be done (including CSV at Level 1, 2 and 3). A case study focusing on ethical behaviour in practice, British American Tobacco selling cigarettes in Africa, provides a reference point for the ethics of business practices. This is followed three major case studies (InterCorp, Discovery and Walmart) which are covered and assessed in detail to show how some large and well known businesses have found that addressing social needs, and how this has been entirely consistent with profit objectives and has opened up new opportunities and markets based on on addressing social needs that had previously been underserved. Two further frameworks

are discussed in detail during the course. Firstly, CSR and Philanthropy, which along with CSV provide the spectrum of methods that companies have used to contribute to social needs. Secondly, the Social Progress Index is assessed in detail to provide a framework for identifying social needs and assessing the progress of countries worldwide in addressing these social needs.

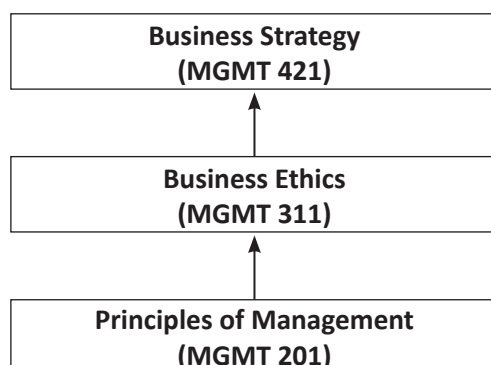
Further case studies are introduced during the course either as a detailed analysis or at overview level. These include both international and more local case studies focusing on usually smaller scale Cambodian and/or ASEAN examples. The students' assignment involves the students working in groups to identify local, or international companies which have stated an intention to address social needs as a core part of their business so that students can assess these companies under the same CSV framework. Some of these examples are further developed into case studies which can be used for future teaching in the course. A further case study, the Aberfan disaster, South Wales (1966) is shown as an early example where little responsibility was taken to avert a mining disaster, and which has served an example of the need for responsible behaviour since that time. It is also used to compare the region as it was at the time of the disaster with how it has prospered today. All in all, the course provides a comprehensive framework under which to determine the role that business can play in society, and in particular to demonstrate that Creating Shared Value is a legitimate and well proven strategy. The case studies, examples and the student assignment are all used to provide examples either to show how CSV can work or to compare with other forms of ethical and less ethical strategies.

The quizzes and assignments focus on requiring the students to consider all the commercial and ethical issues involved and gain an understanding of the context of creating shared value. Group work and online interaction to focus on these issues are integral to the course and the student group assignment is an opportunity for students to gain an understanding based on real life interviews with companies in Cambodia. Students are required to reflect carefully and profoundly on ethical issues. By the end of the course, they are expected to internalise key principles of creating shared value and the wider issues of ethical and professional behaviour as well as being able to understand how creating shared value requires a strongly commercial approach and recognition of underserved social needs that create opportunities for sustainable competitive advantage.

Credits: 2

	<u>Hours</u>
Lecturer Hours	: 45
Self-Study Hours	:
Reading	: 40 (80 pages of case study reading)
Review	: 30 (Concepts, 3-4 long case studies, 3-5 shorter cases studies)
Assignment	: <u>20</u> (research, company interviews and writing the analysis)
	90
Total Study Hours	: 135

3. ROLE IN CURRICULUM



Prerequisites

Students must have finished Principles of Management before attempting this course.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK2 PK4	CK1	Explain and show cases where ethical and unethical practices in business impact the wider community
Understand	PK2 PK4	CK2	Explain the conceptual framework involved in Creating Shared Value

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PK2 PK4 PC5	CC1	Assess successful Creating Shared Value strategies both their impact on the business and the wider impact on the social needs being addressed.
Evaluate	PK2 PK4 PC5	CC2	Assess the extent to which Creating Shared Value is consistent with Corporate Social Responsibility and Philanthropy.
Apply	PK2 PK4 PC5	CC3	Apply the framework and principles used in the Social Progress Index (and other relevant indices) to identify appropriate social needs that companies might address.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PK2 PK4 PC5 PCIT4	CCIT1	Use a case study to discuss how business solutions can contribute to social needs, and associated ethical issues in business.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP1 PIP2 PIP3	CIP1	Determine the Creating Shared Value approach with the same degree of professionalism.

5. TEACHING METHODS

This course covers three main conceptual areas, Creating Shared Value, Corporate Social Responsibility and Social Progress, each of which are covered in detail to the point where students can use these concepts to analyse their impact and recommend policy and actions. Case studies are used to show how ethical issues in business impact society, how social needs are identified, and how shared value can be created. Some of the case studies are assessed in detail and some as an overview. The case

studies are both international and local to Cambodia and the ASEAN Region, and range from global corporations to small scale community projects. The case studies are presented in class with interactive quizzes to allow students to understand concepts and to provide them with opportunities to reflect on the issues and their impact, and to put forward their opinions as to the importance and impact of ethical issues, and how creating shared values can apply. Assigned readings are provided to support the learning and to provide additional material to that covered in class. Students are encouraged more and more to read outside of class to augment their understanding and abilities to evaluate concepts and case studies in real life. Student group work is presented in class. The opportunity for individual or group advice is available any time during the semester, and is encouraged.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	PK2, PC5, PCIT4 PIP1, PIP2, PIP3
Assignments	15%	CC1, CC2, CC3, CCIT1, CIP1	PK2, PC5, PCIT4 PIP1, PIP2, PIP3
In-class tests	15%	CK1, CK2, CC1, CC2, CC3	PK2, PC5, PCIT4
Midterm exam	25%	CK1, CK2, CC1, CC2, CC3, CCIT1	PK2, PC5, PCIT4
Final exam	25%	CK1, CK2, CC1, CC2, CC3, CCIT1	PK2, PC5, PCIT4
Total grading score	100%		

Assignment

The students will be required to undertake one assignment during the course from either of the following (Assignment 1 or Assignment 2).

Assignment 1 - Case Presentation

- Work Group : Group
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : Each group of students will be required to present one of the CSV course case studies, including the background to the case study, the CSV strategy adopted by the company, how this integrates into the three levels of CSV (Level 1, 2 or 3), how this builds sustainable competitive advantage whilst at the same time addressing ethical issues of business. The assignment should submit what they have presented in class as a short written report.

Assignment 2 - Company Interview and Report

- Work Group : Group
- Output format : Presentation
- Language : English

Assignment : Each group of students will be required to visit a company of their choice to interview the company owner or manager, to determine their view of CSV and the extent to which CSV can lead to sustainable competitive advantage. The format of the interview will be designed in class with student participation so that each group of students will be able to collect similar data from interviews. The results will be presented in class by the students and marked in terms of both content and presentation.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Opening Lecture: Scope of Course, Introduction to Course Content, Case Studies and Examinations Reading: Introductory presentation of course Learning Outcomes: CK1, CK2	<i>Lecture; Discussion / Quiz; Reading</i> <i>Lecturer covers the scope of the course and Learning Objectives (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
2	Opening Case Study: The Question of Ethics in Business: Reading / Previewing: British American Tobacco in Africa Documentary https://www.youtube.com/watch?v=ldbRXAOiwWs&t=3077s Learning Outcomes: (CK1, CC3)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Documentary shown to class, frequent breaks to ensure understanding and discussion of issues raised in the documentary (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
3	Creating Shared Value Concepts: Reading: "Creating Shared Value: Competitive Advantage Through Social Impact": Prof Michael Porter and Mark Kramer (12th December 2018) Learning Outcomes: (CK1, CK2)	<i>Reading; Lecture; Discussion / Quiz</i> <i>Lecturer presents the overheads (up to slide 15) and invites class comment and discussion (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
4	Class Quiz: Creating Shared Value Concepts (Google Forms Quiz) Completion of BAT in Africa and Creating Shared Values Concepts Learning Outcomes: (CK1, CK2)	<i>Multiple Choice Questions on the Concepts of Creating Shared Value</i> <i>(Google Forms Quiz)</i>
5	Case Study: Intercorp, Peru (2017) Part 1: Peru's Largest Diversified Company: Meeting the Needs of Peru's Growing Middle Class in Peru's regions (multi-sector) Reading: Intercorp: Peru (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Lecturer presents Intercorp Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
6	Case Study: Intercorp, Peru (2017) Part 2: Peru's Largest Diversified Company: Meeting the Needs of Peru's Growing Middle Class in Peru's regions (multisector) Reading: Intercorp: Peru (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Lecturer presents Intercorp Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>

7	Class Quiz: Intercorp (Peru) Part 3 (Kahoot Quiz or Google Forms Quiz) Learning Outcomes: (CK1, CC1, CC2)	<i>Multiple Choice Questions on the Intercorp Case Study (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
8	Case Study: Discovery Limited, South Africa (2018) Part 1: Start-up company in the 1990s building competitive advantage in the Health & Life Insurance Sector by encouraging healthy lifestyle changes. Reading: Discovery Limited (South Africa) Harvard Business School Case Study Learning Outcomes: (CK2, CC1, CC2)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Discovery Limited Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
9	Case Study: Discovery Limited, South Africa (2018) Part 2: Building competitive advantage in the Health & Life Insurance Sector by encouraging healthy lifestyle changes. Reading: Discovery Limited (South Africa) Harvard Business School Case Study Learning Outcomes: (CK2, CC1, CC2)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Discovery Limited Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
10	Class Quiz: Discovery Limited (South Africa) Part 3 (Kahoot Quiz or Google Forms Quiz) Learning Outcomes: (CK2, CC1, CC2)	<i>Multiple Choice Questions on the Discovery Ltd. (South Africa) Case Study (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
11	Case Study: Walmart: Navigating a Changing Retail Landscape Part 1: Walmart's wide range of initiatives to a Creating Shared Value Strategy, particularly since its rescue role after Hurricane Katrina in 2005 Reading: Walmart: Navigating a Changing Retail Landscape (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Walmart Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
12	Case Study: Walmart: Navigating a Changing Retail Landscape Part 2: Walmart's wide range of initiatives to a Creating Shared Value Strategy, particularly since its rescue role after Hurricane Katrina in 2005 Reading: Walmart: Navigating a Changing Retail Landscape (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Walmart Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
13	Case Study: Walmart: Navigating a Changing Retail Landscape Part 3 Walmart's wide range of initiatives to a Creating Shared Value Strategy, particularly since its rescue role after Hurricane Katrina in 2005 Reading: Walmart: Navigating a Changing Retail Landscape (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Walmart Case Study and answer questions in class, or lecturer presents the Case Study as PowerPoint slides (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
14	Mid-Term Revision Session (1 of 2) (Kahoot Quiz or Google Forms Quiz) Learning Outcomes: (CK1)	<i>Lecture; Reading; Discussion / Quiz</i> <i>Covering all concepts and case studies to date for the mid-term exam (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
	MID TERM EXAMINATION Based on the Kahoot and Google Forms Quizzes: Multiple Choice Questions on the Concepts of Creating Shared Values, Intercorp, Discovery Limited Learning Outcomes: (CK1, CK2, CK3, CC1, CC2)	<i>Multiple Choice Questions on the Concepts of Creating Shared Values, and the case studies Intercorp and Discovery Ltd (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>

15	Corporate Social Responsibility (Part 1): An overview of Corporate Social Responsibility, particularly to identify 'stakeholders' and the CSR actions that would generally be appropriate under CSR Reading: PowerPoint Presentation taken from Management and Organisational Behaviour, by Laurie Mullens and Gill Christy, 10th Edition 2013 Pearson (Publishers), Chapter 17: pages 659-692 Learning Outcomes: (CK1, CK3, CC3)	<i>Lecture; Reading; Discussion / Quiz</i> <i>Debate: On Philanthropy, CSR and CSV</i> <i>Case Analysis (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
16	Corporate Social Responsibility (Part 2) (Kahoot Quiz or Google Forms Quiz) Learning Outcomes: (CK1, CK2, CC3)	<i>Lecture; Reading; Discussion / Quiz</i> <i>Quiz on CSR and the Differences between CSR, philanthropy and CSV (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
17	The Social Progress Imperative Part 1: An overview of the Social Progress Imperative, including the presentation overheads (in this folder) and the TED Talk documentaries: Reading & Previewing: 'What the Social Progress Index Can Reveal About Your Country' Michael Green https://www.youtube.com/watch?v=N8Votwx8a0 'The global goals we've made progress on-- and the ones we haven't' Michael Green https://www.youtube.com/watch?v=N3SQLrmV1cE Reading: Class notes plus in-depth reading of the information provided at www.socialprogress.org Learning Outcomes: (CK1, CK2, CC3)	<i>Lecture; Reading; Discussion / Quiz</i> <i>In class presentation and discussion of the Social Progress Index and the way that we measure social progress in relation to GDP (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
18	The Social Progress Imperative (Part 2) An overview of the Social Progress Imperative, including the presentation overheads (in this folder) and the TED Talk documentaries: 'What the Social Progress Index Can Reveal About Your Country' Michael Green https://www.youtube.com/watch?v=N8Votwx8a0 'The global goals we've made progress on-- and the ones we haven't' Michael Green https://www.youtube.com/watch?v=N3SQLrmV1cE Reading: Class notes plus in-depth reading of the information provided at www.socialprogress.org Learning Outcomes: (CK1, CK2)	<i>Lecture; Reading; Discussion / Quiz</i> <i>In class presentation and discussion of the Social Progress Index and the way that we measure social progress in relation to GDP (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
19	Setting the Assignment Students to interview a company which has stated values of contributing to social needs as part of their business Learning Outcomes: CCIT1, CIP1	<i>Lecture; Reading; Discussion / Quiz</i> <i>Assignment instructions through the Course Specifications, and the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
20	Case Study: Yara International Norway Africa Strategy, (2018): A Norwegian fertiliser company which has joined forces with many private sector, NGO and public sector organisations, including the government, to develop the Southern Agricultural Growth Corridor of Tanzania (SAG-COT) Reading: Yara International: Africa Strategy (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Yara Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>

21	Case Study: Becton Dickinson: Global Health Strategy (2018): A company with a long-standing commitment to creating shared value by advancing global health Reading: Becton Dickinson: Global Health Strategy (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Beckton Dickinson Case Study and answer questions in class, or lecturer presents the Case Study as PowerPoint slides (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
22	Case Study: CVS Health: Redefining the Value Proposition: A successful US-wide pharmacy chain which has introduced a wide range of community health care issues to complement the services provided by the state health-care system Reading: CVS Health: Redefining the Value Proposition Course Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the CVS Health Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
23	Case Study: Nestle's Creating Shared Value Strategy: The long-term commitment for Nestle to move from a mainly confectionery company to a global health and nutrition company Reading: Nestle's Creating Shared Value Strategy (Harvard Business School Case Study - Module 2 Theme 2: Nestle's Level 1 and Level 2 CSV Strategy) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Nestle Creating Shared Value Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot/PowerPoint Interactive Presentation & Quiz)</i>
24	Case Study: ENEL - The Future of Energy: The former state-owned monopoly supplying electricity to Italian households and industry, and its fundamental change in direction to focus on renewable energy Reading: Enel: The Future of Energy (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the ENEL - The Future of Energy Case Study and answer questions in class, or lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
25	Case Study: Social Business at Novartis: Arogyar Parivar (Family Without Illness): The Swiss Pharmaceutical Company's long-term strategy to break into the Indian rural village market, building its strategy on the basis of cells of health educators promoting health issues in Indian villages Reading: Social Business at Novartis: Arogyar Parivar (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Novartis Case Study and answer questions in class, lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
26	Case Study: Dow – Breakthrough in World Challenges: The chemical giant and its strategy to champion products which are both commercially profitable with sustainable demand and which meet a global challenge Reading: Dow: Breakthrough in World Challenges (Harvard Business School Case Study) Learning Outcomes: (CK2, CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Students read the Dow – Breakthrough in World Challenges Case Study and answer questions in class, or lecturer presents the Case Study as PowerPoint slides (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>
27	Group Case Study Presentations: Session (1-of 2): The presentations are the output of the student groups' assignments Learning Outcomes: (CC1, CC2, CC3, CCIT1, CIP1)	<i>Group Presentations</i> <i>Maximum 3 groups (30 minutes each) to present their case study in class (through the Kahoot & PowerPoint Interactive Presentation & Quiz)</i>

28	Case Study: Aberfan Part 1 The most serious mining disaster in UK's living history, found to be as a result of lack of responsible safety and health actions by the operators of the mine Reading: Class handouts Learning Outcomes: (CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Documentary and notes also with the Kahoot & PowerPoint Interactive Presentation & Quiz</i>
29	Aberfan Part 2 (including the then-and-now mapping exercise) The most serious mining disaster in UK's living history, found to be as a result of lack of responsible safety and health actions by the operators of the mine Reading: Class handouts Learning Outcomes: (CC1, CC2, CCIT1)	<i>Lecture; Case Study; Discussion / Quiz</i> <i>Documentary and notes also with the Kahoot & PowerPoint Interactive Presentation & Quiz</i>
30	Final Exam Revision (Part 2) and closing Reading: Class handouts Learning Outcomes: CC1, CC2, CCIT1)	<i>Lecture; Reading; Discussion / Quiz</i> <i>Revision exercises: Kahoot & PowerPoint Interactive Presentation & Quiz</i>
	FINAL EXAMINATION Based on the Kahoot and Google Forms Quizzes Multiple Choice Questions on the Concepts of Creating Shared Values, the 8 Case Studies that students are presenting, Corporate Social Responsibility and the Social Progress Imperative Learning Outcomes: (CK1, CK2, CC1, CC2, CC3)	<i>Open-ended and Multiple Choice Questions on the Concepts of Creating Shared Values, and the case studies</i>
Total Hours: 45 hours		

8. TEXTBOOKS AND REFERENCES

This course is based on case studies made available by Harvard Business School 'Creating Shared Value' Course. These are supported by journal articles on Corporate Philanthropy, Corporate Social Responsibility and Creating Shared Value. These are listed below.

Core Textbooks

Harvard Business School Case Studies for Creating Shared Values

1. Yara International: Africa Strategy (715402)
2. Dow: Breakthroughs in World Challenges (715403)
3. Social Business at Novartis: Arogya Parivar (715411)
4. Discovery Limited (715423)
5. Nestle's Creating Shared Value Strategy (716422)
6. CVS Health: Redefining the Value Proposition (717436)
7. Walmart: Navigating a Changing Retail Landscape (717474)
8. Enel: The Future of Energy (718414)
9. Walmart: Segmenting Social Impact (715435)
10. Intercorp (718417)
11. Beckton Dickenson: Global Health Strategy (718406)
12. DBL Partners: Double Bottom Line Venture Capital
13. National Australia Bank: Looking Out for the Customer

14. Philips Lighting- Light as a Service
15. Generation Investment Management

Additional References

The following are journal articles by Harvard Business School, which are specifically used for the Creating Shared Value Course.

1. Porter, Michael E., and Mark R. Kramer. "Philanthropy's New Agenda: Creating Value." *Harvard Business Review* 77, no. 6 (November–December 1999): 121–130.
2. Porter, Michael E., and Mark R. Kramer. "Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility." *Harvard Business Review* 84, no. 12 (December 2006): 78–92.
3. Porter, Michael E., and Mark R. Kramer. "Creating Shared Value." *Harvard Business Review* 89, nos. 1-2 (January–February 2011): 62–77.
4. Porter, Michael E., and Mark R. Kramer. "The Competitive Advantage of Corporate Philanthropy." *Harvard Business Review* 80, no. 12 (December 2002): 56–69.
5. Porter, Michael E., and Mark R. Kramer. "The Pluses in Corporate Philanthropy." *Boston Globe* (January 13, 2003).
6. Kramer, Mark R., and Marc W. Pfitzer. "The Ecosystem of Shared Value." *Harvard Business Review* 94, no. 10 (October 2016): 80–89.

Textbooks and Additional Reading

The textbooks and articles below are for wider reading on business ethics issues.

1. Ferrell et al. *Business Ethics: Ethical Decision-Making and Cases*. 8th ed. Cengage Learning. 2011.
2. Stanwick et al, *Understanding Business Ethics*, 3rd ed. Pearson. 2015.
3. BPP, Paper P1: Governance, Risk and Ethics, BPP Publications, 2017.
4. CFA Institute, *Ethics and Quantitative Methods*, CFA Institute 2018.

FINANCE 2

FINC 401

COURSE SPECIFICATION



Muhammad M. Ma'aji, PhD

Nigeria

Assistant Professor

1. AIM

The aim of the course in Finance 2 is to develop the knowledge and skills expected of a finance manager, in relation to the daily management of the working capital, the long-term capital investment needed to replace productive assets, the financing of both short-term and long-term assets, and the dividend policy decisions. The core objective of financial management is to optimise the use of a firm's resource that contributes to the goal of maximising the shareholders' wealth. The syllabus is designed to equip students with the skills that would be expected from a finance manager responsible for the finance function of a business.

2. COURSE DESCRIPTION

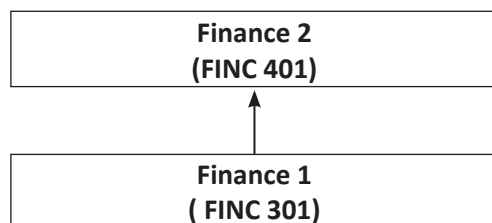
Finance 2 is designed to equip students with the skills that would be expected from a financial manager responsible for the finance function of a business. The course begins with the introduction of the role and purpose of the financial management function within a business. In addition the course covers the three key financial management decisions of investing, financing, and dividend policy.

The following section discusses the two stages of investment; investment in working capital and the long-term investments. The next area covers the financing decisions: the examination of the various sources of business finance, including the dividend policy and internally generated finance. Cost of capital and other factors influence the choice of capital by the business. In addition, the course covers the valuation of the business and financial assets, and their impact on the cost of capital. At the end of the course, we examine the risk and the main techniques used to manage it.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	50 (150 pages of technical reading)
Review :	40 (3 case studies analysis)
Assignment :	60 (field research, analysis, writing & presentation)
	150
Total Study Hours :	225

3. ROLE IN CURRICULUM



Prerequisites

Students must have completed Finance 1 before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main areas in corporate finance: Investment decision, Financing decision, Dividend policy decision and Working capital management. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the theory, concepts and practice of corporate financial management function and discuss the impact of economic environment on financial management
Understand	PK1	CK2	Discuss working capital management techniques in a business organisation
Understand	PK1	CK3	Describe the common financial instruments and investment and financing decision making techniques used to plan growth in business organization

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1	CC1	Carry out effective investment appraisal and financing analysis to guide business in making informed decision to maximise the wealth of the shareholders
Apply	PC2	CC2	Evaluate alternative sources of business finance and their respective cost to plan business growth and maximise the wealth of shareholders.
Apply	PC2	CC3	Apply principles of business valuation and risk management techniques in business

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use Microsoft Excel software to analyze and present financial information.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP2	CIP1	Work in a team to perform financial planning and control

5. TEACHING METHODS

This course is primarily lecture based, case study analysis and problem application based on past examinations published by ACCA for Financial Management paper (F9) and Harvard Business School case studies. Assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class working on case studies and problem sets and reviewing the solutions.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	8%	All CK, CCIT1	PK1, PCIT4, PIP1, PIP3
In-class tests	12%	All CK, CC, CCIT	PK1, PC1, PC3, PC6, PCIT2, PIP1
Homework: Case Study Analysis	15%	All CK, CC, CCIT	PK1, PC1, PC3, PC6, PCIT2, PIP1
Assignments	20%	All CK, CC, CCIT, CIP	PK1, PC1, PC3, PC6, PCIT2, PIP1
Midterm exam	15%	All CK, CC, CCIT	PK1, PC1, PC3, PC6, PCIT2, PIP1
Final exam	30%	All CK, CC, CCIT	PK1, PC1, PC3, PC6, PCIT2, PIP1
Total grading score	100%		

During the course, there are two assignments:

Assignment 1 - Business Proposal

- Work Group : Group of 4
- Output format : Business Proposal, Presentation
- Language : English
- Assignment : The first assignment is a group research that will consist of 4 students. The assignment requires the students to propose their own business and business strategy. The student is expected to give a detailed business description on the business, determine the sources of financing and capital structure, value the business, and present a sensitivity analysis of NPV. At the end the student is expected to draw a reasonable conclusion and recommendations based on the fact finding analysis. This assignment will involve desk research only. Each team is expected to present their proposal through a class presentation.

Assignment 2 - Sustainability Reporting in Cambodia

- Work Group : Group of 4
- Output format : APA Format Report, Presentation
- Language : English
- Assignment : There has been growing demand for greater corporate transparency not just in financial accounting reporting but also management actions that would have an impact on companies' sustainability over the long term, such as environmental and social impact, with the current trend moving towards sustainability reporting. This assignment aims to examine the development and evolution of sustainability reporting practices in Cambodia to identify the current practice and trend of reporting and the level of awareness on sustainability reporting in Cambodia.

7. STUDY PLAN

The course targets the study plan below. Implementation may vary somewhat depending on the progress and needs of students. For example, some topics may be allocated more or less than 1.5 hours.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	The financial management and objectives 1. Describe the course learning outcomes and assessment 2. Explain the main objective of financial management (CK1).	<i>Lecture</i> <i>Demonstration of financial management</i> <i>Group exercise on the reason for disposing of surplus assets.</i> Reading: BPP Text Chapter 1 pp 1-23
2	The financial management and objectives 1. Describe financial, strategic, business, and operational strategy (CK1). 2. Calculate and interpret investor and profitability ratios (CK2).	<i>Lecture</i> <i>Demonstration measuring achievement of objective</i> <i>Group exercise on investor and profitability ratios</i> Reading: BPP Text Chapter 1 pp 1-23
3	The financial management and objectives 1. Calculate and interpret investor and profitability ratios (CK2). 2. Describe the 3-E's in evaluating performance (CK2).	<i>Lecture</i> <i>Group case study of Taing Chan Lim Co</i> <i>Group drill and practice on measures of Effectiveness/KPIs</i> Reading: BPP Text Chapter 1 pp 1-23
4	The economic environment 1. Define and identify external, internal and connected stakeholders (CK1). 2. Describe principles of good corporate governance (CK1).	<i>Lecture</i> <i>Demonstration on stakeholder's theory</i> Reading: BPP Text Chapter 2 pp 25-44

5	The economic environment 1. Define monetary policy and describe the tools of monetary policy and how they are used to manage interest rate, inflation and economic growth (CK1).	<i>Lecture</i> <i>Demonstration on government economic objectives</i> Reading: BPP Text Chapter 2 pp 25-44
6	The economic environment 1. Define and identify fiscal and exchange rate policy (CK1).	<i>Lecture</i> <i>Discussion the effect of fiscal policy to economic</i> Reading: BPP Text Chapter 2 pp 25-44
7	Introduction to working capital management 1. Calculate the cash operating cycle and its components (CC2, CCIT1).	<i>Lecture</i> <i>Demonstration of working capital management</i> <i>Solving exam question on working capital requirement</i> Reading: BPP Text Chapter 3 pp 45-106
8	Introduction to working capital management 1. Calculate and interpret key working capital ratios (CC2, CCIT1). 2. Identify signs and risks of over trading and over capitalization (CK2).	<i>Lecture</i> <i>Demonstration of working capital component</i> <i>Group case study on working capital ratios</i> Reading: BPP Text Chapter 3 pp 45-106
9	Managing working capital 1. Calculate EOQ and determine the order quantity with a discount (CC1, CCIT1). 2. Determine inventory re-order levels, minimum inventory, maximum inventory (CC2).	<i>Lecture</i> <i>Demonstration of managing inventory</i> <i>Group problem on policy to minimize inventory cost</i> Reading: BPP Text Chapter 3 pp 45-106
10	Managing working capital (continued) 1. Determine inventory re-order levels, minimum inventory, maximum inventory (CC1). 2. Describe the feature of JIT inventory management (CK2).	<i>Lecture</i> <i>Demonstration of managing inventory</i> <i>Solving exam question on inventory management</i> Reading: BPP Text Chapter 3 pp 45-106
11	Managing working capital (continued) 1. Calculate the annualised cost of giving or receiving a settlement discount (CC2, CCIT1) 2. Decide whether to accept to give or receive a proposed discount (CK2).	<i>Lecture</i> <i>Demonstration of receivable management</i> <i>Group drill and practice on settlement discount decision</i> Reading: BPP Text Chapter 3 pp 45-106
12	Financing working capital 1. Decide whether to accept to give or receive a proposed discount (CC2). 2. Describe factoring and its advantages and disadvantages (CK1). 3. List the motives of holding cash (CK1)	<i>Lecture</i> <i>Solving exam question on proposed policy and factoring offer</i> Reading: BPP Text Chapter 3 pp 45-106

13	Financing working capital (continued) 1. Use the Baumol and Miller-Orr models to determine optimum cash levels (CC2) 2. Distinguish between system risk and non-systemic risk (CK1)	<i>Lecture</i> <i>Demonstration of cash management</i> <i>Group drill and practice on cash flow forecast</i> Reading: BPP Text Chapter 4 pp 78-106
14	Financing working capital (continued) 1. Distinguish between system risk and non-systemic risk (CC1) 2. Describe the role of treasury and the benefits of centralized treasury (CK2)	<i>Lecture</i> <i>Discussion of diversification of risk and treasury management</i> Reading: BPP Text Chapter 4 pp 78-106
15	Investment decisions using non-discounted cash flow methods 1. Understand the concept of time value of money(CK2). 2. Calculate, interpret, and make investment decisions based on the basic and discounted payback period (CC2, CCIT1). 3. Calculate return on capital employed (accounting rate of return) and discuss its usefulness as an investment appraisal method (CC2, CCIT1).	<i>Lecture</i> <i>Demonstration of concept time value of money and investment appraisal method with non-discounted cash flow</i> <i>Solving exam question on determining the proposed investment based on ROCE and ARR</i> Reading: BPP Text Chapter 5 pp 106-134
16	Investment appraisal using discounted cash flow methods 1. Calculate net present value of cash flows (CK1, CC2, CCIT1). 2. CCIT1). 3. Decide whether to invest in a project based on the net present value (CC2).	<i>Lecture</i> <i>Demonstration of discount cash flow</i> <i>Group drill and practice on new project NPV</i> Reading: BPP Text Chapter 5 pp 106-134
17	Investment appraisal using discounted cash flow methods (continued) 1. Identify relevant cash flows in evaluating net present-value (CK2, CC2). 2. Calculate, interpret, and make decisions based on the internal rate of return (IRR) (CC2, CCIT1).	<i>Lecture</i> <i>Discussion on concept of IRR</i> <i>Group exercise on the proposed investment based on NPV and IRR</i> Reading: BPP Text Chapter 5 pp 106-134
18	Capital budgeting under inflation and taxation 1. Describe the real terms and nominal terms approaches to investment appraisal(CK1).	<i>Lecture</i> <i>Discussion on relevant and non-relevant cash flow and inflation</i> Reading: BPP Text Chapter 6 pp 135-156
19	Capital budgeting under inflation and taxation (continued) 1. Calculate taxation effects the relevant cash flows (CC2, CCIT1).	<i>Lecture</i> <i>Demonstration of capital allowances</i> Reading: BPP Text Chapter 6 pp 135-156
20	Capital budgeting under inflation and taxation (continued) 1. Calculate taxation effects the relevant cash flows (CC2, CCIT1). 2. Calculate and apply before and after discount rates (CC2, CCIT1).	<i>Lecture</i> <i>Solving exam question on the proposed investment with nominal cost of discount</i> Reading: BPP Text Chapter 6 pp 135-156

21	Project appraisal under risk 1. Adjusting for risk and uncertainty in investment appraisal method (CC1). 2. Calculate the sensitivity of NPV to changes in inputs, with sensitivity being the change required to reduce NPV to zero (CC2, CCIT1).	<i>Lecture</i> <i>Demonstration of risk and uncertainty analysis</i> Reading: BPP Text Chapter 7 pp 157-200
22	Project appraisal under risk (continued) 1. Calculate the sensitivity of NPV to changes in inputs, with sensitivity being the change required to reduce NPV to zero (CC2, CCIT1).	<i>Lecture</i> <i>Demonstration of sensitivity and probability analysis</i> <i>Group exercise on measure sensitivity of project</i> Reading: BPP Text Chapter 7 pp 157-200
23	Specific investment decisions (continued) 1. Describe soft and hard capital rationing (CK2). 2. Apply an appropriate capital rationing method to select among both divisible and indivisible investments (CC2).	<i>Lecture</i> <i>Group problem on capital rationing and</i> Reading: BPP Text Chapter 8 pp 173-200
24	Sources of finance 1. Discuss possible sources of finance for a project, and their advantages and disadvantages (CK2) 2. Value debt finance and loan schedule (CC2, CCIT1)	<i>Lecture</i> <i>Discussion on different sources of finance</i> <i>Group problem on debt valuation</i> Reading: BPP Text Chapter 9 & 10 pp 201-232
25	Sources of finance (continued) 1. Calculate the theoretical ex-rights price of shares and evaluate the impact of a rights issue on existing shareholders (CC2, CCIT1). 2. Describe the advantages and disadvantages of a rights issue (CK1).	<i>Lecture</i> <i>Discussion on right issues</i> <i>Group exercise on the effect of right issues to shareholder's wealth</i> Reading: BPP Text Chapter 9 & 10 pp 201-232
26	Dividend policy 1. Describe common dividend policies and determine dividend capacity (CK1).	<i>Lecture</i> <i>Demonstrate and didactic questioning on dividend policies</i> Reading: BPP Text Chapter 9 & 10 pp 201-232
27	Dividend policy (continued) 1. Describe common dividend policies and determine dividend capacity (CK1).	<i>Lecture</i> <i>Demonstrate of dividend policies</i> <i>Group case study analysis</i> Reading: BPP Text Chapter 9 & 10 pp 201-232
28	Cost of capital 1. Calculate cost of equity using the capital asset pricing model (CC2, CCIT1). 2. Calculate the cost of equity using the dividend growth model (CC2, CCIT1).	<i>Lecture</i> <i>Discussion and calculate cost of equity by CAPM and DVM</i> <i>Group problem on cost of equity calculation</i> Reading: BPP Text Chapter 11 pp 233-261

29	Cost of capital (continued) 1. Calculate the after tax cost of debt (CC2). 2. Calculate the cost of preference shares (CC2).	<i>Lecture</i> <i>Calculate different cost of debt</i> Reading: BPP Text Chapter 11 pp 233-261
30	Cost of capital (continued) 1. Calculate weighted average cost of capital (CC2, CCIT1). 2. De-gear and re-gear beta (CC2, CCIT1).	<i>Lecture</i> <i>Demonstrate of WACC</i> <i>Didactic questioning on project specific cost of capital</i>
		<i>Group exercise on WACC calculation</i> Reading: BPP Text Chapter 11 pp 233-261
31	Gearing and capital structure 1. Calculate and evaluate financial and operational Gearing (CC2, CCIT1).	<i>Lecture</i> <i>Calculate the different types of gearing</i> <i>Group exercise on the effect of new investment to gearing</i> Reading: BPP Text Chapter 12 pp 263-292
32	Gearing and capital structure (continued) 1. Describe the basic principles of capital structure theories (CK1, CC1). 2. Describe the basic principles and limitations of the Miller and Modigliani models of determining optimal gearing (CK1, CC1).	<i>Lecture</i> <i>Demonstration of financial structure</i> Reading: BPP Text Chapter 12 pp 263-292
33	Gearing and capital structure (continued) 1. Describe the basic principles and limitations of the Miller and Modigliani models of determining optimal Gearing (CK1, CC2). 2. Describe the basic principles of pecking order theory (CK1, CC2).	<i>Lecture</i> <i>Demonstration of M&M with and without tax</i> <i>Group case study analysis on M&M PIZZA</i> Reading: BPP Text Chapter 12 pp 263-292
34	Business valuation 1. Describe fundamental analysis, technical analysis and random walk theory (CK1, CC1). 2. Determine the value of a business using the following methods: Dividend valuation model, discounted cash flow, book value, net realisable value, P/E method, earnings yield method (CK1, CC1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion on methods to value business</i> Reading: BPP Text Chapter 13 293-327
35	Business valuation (continued) 1. Determine the value of a business using the following methods: Dividend valuation model, discounted cash flow, book value, net realisable value, P/E method, earnings yield method (CK1, CC1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion on methods to value business</i> <i>Solving exam question on method of business valuation that appropriate</i> Reading: BPP Text Chapter 13 293-327
36	Business valuation (continued) 1. Determine the value of a business using the following methods: Dividend valuation model, discounted cash flow, book value, net realisable value, P/E method, earnings yield method (CK1, CC1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion on methods to value business</i> <i>Solving exam question on method of business valuation that appropriate</i> Reading: BPP Text Chapter 13 293-327

37	Business valuation (continued) 1. Determine the value of a business using the following methods: Dividend valuation model, discounted cash flow, book value, net realisable value, P/E method, earnings yield method (CK1, CC1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion on methods to value business</i> <i>Solving exam question on method of business valuation that appropriate</i> Reading: BPP Text Chapter 13 293-327
38	Business valuation (continued) 1. Determine the value of a business using the following methods: Dividend valuation model, discounted cash flow, book value, net realisable value, P/E method, earnings yield method (CK1, CC1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion on methods to value business</i> <i>Solving exam question on method of business valuation that appropriate</i> Reading: BPP Text Chapter 13 293-327
39	Foreign currency 1. Forecast exchange rates using interest rate parity and purchasing power parity (CK1, CC2).	<i>Lecture</i> <i>Demonstration of exchange rate</i> <i>Group exercise on conversion of foreign currency</i> Reading: BPP Text Chapter 14 329-361
40	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for exchange rate risk (CK1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion of method to hedge foreign exchange rate risk</i> Reading: BPP Text Chapter 14 329-361
41	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for exchange rate risk (CK1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion of international fisher effect and money market hedge</i> <i>Group exercise on foreign exchange risk whether to use forward or money market hedge</i> Reading: BPP Text Chapter 14 329-361
42	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for exchange rate risk (CK1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion of international fisher effect and money market hedge</i> <i>Group exercise on foreign exchange risk whether to use forward or money market hedge</i> Reading: BPP Text Chapter 14 329-361
43	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for exchange rate risk (CK1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion of international fisher effect and money market hedge</i> <i>Group exercise on foreign exchange risk whether to use forward or money market hedge</i> Reading: BPP Text Chapter 14 329-361

44	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for exchange rate risk (CK1, CC2, CCIT1).	<i>Lecture</i> <i>Discussion of international fisher effect and money market hedge</i> <i>Group exercise on foreign exchange risk whether to use forward or money market hedge</i> Reading: BPP Text Chapter 14 329-361
45	Team Presentations – Complete Report (CK1, CC1, CCIT1, CIP1)	<i>Team presentations and feedback</i>
46	Team Presentations – Complete Report (CK1, CC1, CCIT1, CIP1)	<i>Team presentations and feedback</i>
47	Team Presentations – Complete Report (CK1, CC1, CCIT1, CIP1)	<i>Team presentations and feedback</i>
48	Team Presentations – Complete Report (CK1, CC1, CCIT1, CIP1)	<i>Team presentations and feedback</i>
49	Team Presentations – Complete Report (CK1, CC1, CCIT1, CIP1)	<i>Team presentations and feedback</i>
50	Exam Review	
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, Paper F9 Financial Management, Up to June 2021.
2. BPP Learning Media, Practice & Revision Kit Paper F9 Financial Management, Up to June 2021.

References

1. Kaplan Publishing, Paper F9 Financial Management, Up to December 2021.
2. Arnold, G. (2009) The Financial Times Guide to Investing, Pearson.
3. Brealey, R. and Myers, S. (2010) Principles of Corporate Finance—Global Edition, McGraw-Hill.
4. Das, S. (2012) Extreme Money: The Masters of the Universe and the Cult of Risk, Pearson.
5. Perks, R. and Leiwy, D. (2010) Accounting: Understanding & Practice, McGraw-Hill.
6. Nofsinger, K., Kim, J.R. and Mohr, D.J. (2010) Corporate Governance, International Edition, Pearson.
7. ACCA Technical Articles: To be assigned in class under selected topics.
8. Watson, D. and Head, A. (2009) Corporate Finance Principles and Practice, Pearson.

VALUATION AND INVESTMENTS

FINC 412

COURSE SPECIFICATION



Muhammad M. Ma'aji, PhD, ACCA, FMVA

Nigeria

Assistant Professor

1. AIM

The objective of this course is to give a general grounding in the valuation approaches used by successful practitioners. We cover discounted cash flow models, market multiple models, as well as specialized models used for private companies, M&A transactions, etc. The course emphasizes practical and real-world applications of valuation methodologies and is targeted towards students interested in careers in corporate finance, investment banking, security analysis, consulting, and private equity. It will also help you make better personal investing decisions in relation to the daily management of the working capital, the long-term capital investment needed to replace productive assets, the financing of both short-term and long-term assets, and the dividend policy decisions. The core objective of financial management is to optimise the use of a firm's resource that contributes to the goal of maximising the shareholders' wealth..

2. COURSE DESCRIPTION

The course teaches the students to be able to pull apart the financial statements to get at the relevant information for valuation; to identify "red flags" that indicate manipulation of financial statements and/or an impending liquidity crisis; to see clearly how industry fundamentals and competitive forces directly affect financial results and, in the process, drive stock valuation; to determine the valuation for any public or private company whether for purchase or sale, investment of a minority interest, going public in an IPO, or restructuring; to assess whether a company is creating value for its shareholders and to evaluate the reports of business valuation experts and to be able to ask the "right" questions of these experts.

Students will understand what determines the value of a firm and how to estimate that value is a prerequisite for making rational business decisions.

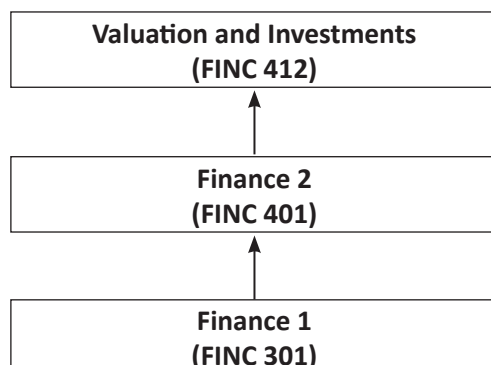
Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:
Reading	: 54 (162 pages of technical reading)

Review : 42 (3 short case studies, final case study)
Assignment : 54 (research, analysis, writing)
150

Total Study Hours : 225

3. ROLE IN CURRICULUM



Prerequisites

Students must have completed Finance 1 before attempting this course.

4. LEARNING OUTCOMES

Upon successful completion of this course students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Explain the theory and practice of investments and valuation
Understand	PK1	CK2	Explain the principles of investments to cope with unforeseen and inevitable changes and problems.
Understand	PK4	CK3	Explain the CFA Code of Ethics and Standards of Conduct and the Global Investment Performance Standard (GIPS)

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC1	CC1	Construct a portfolio of investments that maximizes the ratio of return to risk for a given investor's requirements.
Evaluate	PC3	CC2	Evaluate and recommend investment decisions (stock and real estate investment) based on investor's requirements.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use Microsoft Excel software and other packages useful for forecasting and analysing financial information.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Create	PIP2	CIP1	Develop teamwork skills
Remember	PIP3	CIP2	Behave ethically as a finance analyst in accordance with the CFA Code of Ethics

5. TEACHING METHODS

The course will be delivered as a mix of lectures, class discussion, practice assignments and cases. Some of the questions on the midterm and final exams will be based on real-life financial statements of well-known companies.

Class participation grade will be based both on attendance and constructive participation. You are expected to participate in class discussions and you will be graded on your contribution to the classroom learning environment. You should expect to be “cold called” to discuss assigned review problems and to offer views on the assigned material.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Attendance & Participation	5%	All CK, CC1, CCIT1, CIP	PCIT1, PCIT 2
In-class tests	10%	All CK, CC1, CCIT1, CIP1	PCIT1, PCIT 2
Homework	10%	CK1, CK2, CK3, CC1	PCIT1, PK2, PC1
Assignments (Valuation)	30%	CK1, CK2, CK3, CIP1	PCIT1, PCIT 2
Midterm exam	15%	CK1, CK2, CK3, CC1, CC3	PCIT1, PCIT 2
Final exam	30%	CK1, CK2, CK3, CC1, CC3, CIP1	PCIT1, PCIT 2
Total grading score	100%		

During the term there is one Project Assignment.

Business Valuation Assignment

- Work Group : Group
- Output format : Professional Valuation Report Format, Presentation
- Language : English
- Assignment : A business valuation report will be done in teams of 5 people. Part of the grade for the case will be based on the evaluation by team members of each member's contribution to the write-up.

7. STUDY PLAN

The course targets the study plan below but its implementation may vary somewhat depending on the progress and needs of students. Some topics may be allocated more or less than 1.5 hours.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to the Investment Setting 1. Define and explain what is investment (CK1) 2. Calculate and interpret return and risk Measures (CK1, CK2, CC2) 3. Explain the different types and functions of financial intermediaries in an investment world (CK2)	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Equity & Portfolio Management: Part I</i>
2	Introduction to the Investment Setting 1. Define and explain what is investment (CK1) 2. Calculate and interpret return and risk Measures (CK1, CK2, CC2) 3. Explain the different types and functions of financial intermediaries in an investment world (CK2)	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Equity & Portfolio Management: Part I</i>
3	Introduction to the Investment Setting 1. Define and explain what is investment (CK1) 2. Calculate and interpret return and risk Measures (CK1, CK2, CC2) 3. Explain the different types and functions of financial intermediaries in an investment world	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Equity & Portfolio Management: Part I</i>
4	Introduction to the Investment Setting 1. Define and explain what is investment (CK1) 2. Calculate and interpret return and risk Measures (CK1, CK2, CC2) 3. Explain the different types and functions of financial intermediaries in an investment world (CK2)	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Equity & Portfolio Management: Part I</i>
5	Introduction to Portfolio Management 1. Explain the portfolio approach to investing (CC1). 2. Outline the steps in the portfolio management process (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Management: An Overview</i>
6	Portfolio Risk and Return 1. Explain risk aversion and its implications for portfolio selection (CC1). 2. Illustrate and interpret the minimum-variance and efficient frontiers of risky assets and the global minimum-variance portfolio (CK3, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part I</i>
7	Basics of Portfolio Construction 1. Show the reasons for a written investment policy statement (IPS) (CC1). 2. Classify the major components of an IPS (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part II</i>
8	Basics of Portfolio Construction 1. Describe risk and return objectives and how they may be developed for a client (CC1, CK1). 2. Distinguish between the willingness and the ability (capacity) to take risk in analyzing an investors financial risk tolerance (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part II</i>

9	Basics of Portfolio Construction 1. Explain the specification of asset classes in relation to asset allocation (CC1, CCIT1). 2. Discuss the principles of portfolio construction and the role of asset allocation in relation to the IPS (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part II</i>
10	Basics of Portfolio Construction 1. Explain the specification of asset classes in relation to asset allocation (CK1, CC1). 2. Discuss the principles of portfolio construction and the role of asset allocation in relation to the IPS (CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part II</i>
11	Basics of Portfolio Construction 1. Explain the specification of asset classes in relation to asset allocation (CK1, CC1). 2. Discuss the principles of portfolio construction and the role of asset allocation in relation to the IPS (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Portfolio Risk and Return: Part II</i>
12	Introduction to Valuation 1. Illustrate definitions of value and justify which definition of value is most relevant to public company valuation (CC1, CIP1). 2. Explain broad criteria for choosing an appropriate approach for valuing a given company (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i> <i>Khan Academy: Interest & Debt (Videos 5-8)</i>
13	Introduction to Valuation 1. Illustrate definitions of value and justify which definition of value is most relevant to public company valuation (CK1, CC1, CIP1). 2. Explain broad criteria for choosing an appropriate approach for valuing a given company (CK2, CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i> <i>Khan Academy: Interest & Debt (Videos 5-8)</i>
14	Discounted Dividend Valuation 1. Compare dividends, free cash flow, and residual income as inputs to discounted cash flow models (CC1). 2. Identify investment situations for which each measure is suitable (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, DD Valuation: S.3 (p.10-13); S.4.1 (p.14-16); S.5.1-5.3 (p.29-35); S.6.1-6.2 (p.44-48)</i> <i>Khan Academy: Stocks and bonds (Videos 1-2, 7-12)</i>
15	Discounted Dividend Valuation 1. Calculate and interpret the value of a common stock using the dividend discount model (DDM) for single and multiple holding periods (CK2, CK3, CC1, CCIT1, CIP1). 2. Calculate and interpret the implied growth rate of dividends using the Gordon growth model and current stock price (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, DD Valuation: S.3 (p.10-13); S.4.1 (p.14-16); S.5.1-5.3 (p.29-35); S.6.1-6.2 (p.44-48)</i> <i>Khan Academy: Stocks and bonds (Videos 1-2, 7-12)</i>

16	Discounted Dividend Valuation 1. Calculate and interpret the justified leading and trailing P/Es using the Gordon growth model (CK2, CK3, CC1, CCIT1, CIP1). 2. Evaluate whether a stock is overvalued, fairly valued, or undervalued by the market based on a DDM estimate of value (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, DD Valuation: S.3 (p.10-13); S.4.1 (p.14-16); S.5.1-5.3 (p.29-35); S.6.1-6.2 (p.44-48)</i> <i>Khan Academy: Stocks and bonds (Videos 1-2, 7-12)</i>
17	Free Cash Flow Valuation 1. Compare the free cash flow to the firm (FCFF) and free cash flow to equity (FCFE) approaches to valuation (CK2, CK3, CC1, CCIT1, CIP1). 2. Explain the ownership perspective implicit in the FCFE approach (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, FCF Valuation: S.2.2.1-2.3.2 (p.4-6); S.3.1 (p.7); S.3.2 (p.10-11); S.3.4 (p.18-19); S.4.3 (p.39-40); S.5 (p.47)</i> <i>Khan Academy: Stocks and bonds (Videos 16-17)</i>
18	Free Cash Flow Valuation 1. Calculate FCFF and FCFE (CK2, CK3, CC1, CCIT1, CIP1). 2. Describe approaches for forecasting FCFF and FCFE (CC1, CIP1). 3. Compare the FCFE model and dividend discount models (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, FCF Valuation: S.2.2.1-2.3.2 (p.4-6); S.3.1 (p.7); S.3.2 (p.10-11); S.3.4 (p.18-19); S.4.3 (p.39-40); S.5 (p.47)</i> <i>Khan Academy: Stocks and bonds (Videos 16-17)</i>
19	Free Cash Flow Valuation 1. Explain the use of sensitivity analysis in FCFF and FCFE valuations (CC1). 2. Describe approaches for calculating the terminal value in a multistage valuation model (CC1, CIP1). 3. Evaluate whether a stock is overvalued, fairly valued, or undervalued based on a free cash flow valuation model (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, FCF Valuation: S.2.2.1-2.3.2 (p.4-6); S.3.1 (p.7); S.3.2 (p.10-11); S.3.4 (p.18-19); S.4.3 (p.39-40); S.5 (p.47)</i> <i>Khan Academy: Stocks and bonds (Videos 16-17)</i>
20	Multiples Valuation 1. Distinguish between the method of comparables and the method based on forecasted fundamentals (CC1). 2. Describe rationales for and possible drawbacks to using alternative price multiples and dividend yield in valuation (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Multiples Valuation: S.2.1 (p.3-4); S.3.1 (p.6-7); S.3.2 (p.37-38); S.3.4 (p.52-53); S.4.1 (p.60-61); S.4.3 (p.67)</i>
21	Multiples Valuation 1. Describe fundamental factors that influence alternative price multiples and dividend yield (CC1). 2. Calculate and interpret the justified price-to-earnings ratio (P/E), price-to-book ratio (P/B), and price-to-sales ratio (P/S) for a stock, based on forecasted fundamentals (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Multiples Valuation: S.2.1 (p.3-4); S.3.1 (p.6-7); S.3.2 (p.37-38); S.3.4 (p.52-53); S.4.1 (p.60-61); S.4.3 (p.67)</i>
22	Multiples Valuation 1. Explain alternative definitions of cash flow used in price and enterprise value (EV) multiples and describe limitations of each definition (CC1). 2. Explain sources of differences in cross-border valuation comparisons (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Multiples Valuation: S.2.1 (p.3-4); S.3.1 (p.6-7); S.3.2 (p.37-38); S.3.4 (p.52-53); S.4.1 (p.60-61); S.4.3 (p.67)</i>

23	Multiples Valuation 1. Explain alternative definitions of cash flow used in price and enterprise value (EV) multiples and describe limitations of each definition (CC1). 2. Explain sources of differences in cross-border valuation comparisons (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Multiples Valuation: S.2.1 (p.3-4); S.3.1 (p.6-7); S.3.2 (p.37-38); S.3.4 (p.52-53); S.4.1 (p.60-61); S.4.3 (p.67)</i>
24	Multiples Valuation 1. Explain alternative definitions of cash flow used in price and enterprise value (EV) multiples and describe limitations of each definition (CC1). 2. Explain sources of differences in cross-border valuation comparisons (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Multiples Valuation: S.2.1 (p.3-4); S.3.1 (p.6-7); S.3.2 (p.37-38); S.3.4 (p.52-53); S.4.1 (p.60-61); S.4.3 (p.67)</i>
25	Introduction to Alternative Investments 1. Compare alternative investments with traditional investments (CC1). 2. Describe categories of alternative investments (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Introduction to Alternative Investments</i>
26	Introduction to Alternative Investments 1. Summarize hedge funds, private equity, real estate, commodities, infrastructure, and other alternative investments (CC1). 2. Illustrate, calculate, and interpret management and incentive fees and net-of-fees returns to hedge funds (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Introduction to Alternative Investments</i>
27	Introduction to Alternative Investments 1. Describe issues in valuing and calculating returns on hedge funds, private equity, real estate, commodities, and infrastructure (CC1). 2. Classify risk management of alternative investments (CC1, CIP1)	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Introduction to Alternative Investments</i>
28	Real Estate Valuation 1. Classify and describe basic forms of real estate investments (CC1). 2. Describe the characteristics, the classification, and basic segments of real estate (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Private Real Estate Investments (p. 5-44)</i>
29	Real Estate Valuation 1. Explain the role in a portfolio, economic value determinants, investment characteristics, and principal risks of private real estate (CK1, CK2, CC1). 2. Compare the direct capitalization and discounted cash flow valuation methods (CC1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Private Real Estate Investments (p. 5-44)</i>
30	Real Estate Valuation 1. Describe due diligence in private equity real estate (CC1). 2. Discuss private equity real estate investment indexes, including their construction and potential biases (CK2, CK3, CC1, CCIT1, CIP1).	<i>Lecture</i> <i>Discussion</i> <i>Reading: CFA Material, Private Real Estate Investments (p. 5-44)</i>
31	Team Exercise: Multiples Valuation 1. Calculate and interpret the justified price-to-earnings ratio (P/E), price-to-book ratio (P/B), and price-to-sales ratio (P/S) for a stock, based on forecasted (CK2, CK3, CC1, CCIT1, CIP1)	<i>Brief lecture</i> <i>Examples of multiples valuation</i> <i>Mini-presentation and discussion</i>

32	Team Exercise: Multiples Valuation 1. Calculate and interpret a predicted P/E, given a cross-sectional regression on fundamentals, and explain limitations to the cross-sectional regression methodology (CK2, CK3, CC1, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of multiples valuation</i> <i>Mini-presentation and discussion</i>
33	Team Exercise: Multiples Valuation 1. Calculate and interpret the P/E-to-growth ratio (PEG) and explain its use in relative valuation (CK2, CK3, CC1, CCIT1, CIP1). 2. Calculate and explain the use of price multiples in determining terminal value in a multistage discounted cash flow (DCF) model (CK2, CK3, CC1, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of multiples valuation</i> <i>Mini-presentation and discussion</i>
34	Team Exercise: Forecasting Performance 1. Compare top-down, bottom-up, and hybrid approaches for developing inputs to equity valuation models (CC1). 2. Evaluate whether economics of scale are present in an industry by analyzing operating margins and sales levels. (CC1, CIP1).	<i>Brief lecture</i> <i>Examples of performance forecasting</i> <i>Mini-presentation and discussion</i>
35	Team Exercise: Forecasting Performance 1. Forecast the following costs: cost of goods sold, selling general and administrative costs, financing costs, and income taxes (CK2, CK3, CC1, CCIT1, CIP1). 2. Describe the relationship between return on invested capital and competitive advantage (CC1, CIP1).	<i>Brief lecture</i> <i>Examples of performance forecasting</i> <i>Mini-presentation and discussion</i>
36	1. Team Exercise: Forecasting Performance 2. Explain how competitive factors affect prices and costs (CC1, CC2, CC3). 3. Explain how to forecast industry and company sales and costs when they are subject to price inflation and deflation (CK2, CK3, CC1, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of multiples valuation</i> <i>Mini-presentation and discussion</i>
37	Team Exercise: Estimating WACC 1. Explain and calculate the weighted average cost of capital for a company (CK2, CK3, CC1, CCIT1, CIP1). 2. Understand the main objective of financial management (CK1, CK2, CC1, CIP1).	<i>Brief lecture</i> <i>Examples of WACC estimation</i> <i>Mini-presentation and discussion</i>
38	Team Exercise: Estimating WACC 1. Describe the relationship between return on invested capital and competitive advantage (CC1, CIP1).	<i>Brief lecture</i> <i>Examples of WACC estimation</i> <i>Mini-presentation and discussion</i>
39	Team Exercise: Estimating WACC 1. Estimate the required return on an equity investment using the capital asset pricing model (CK2, CK3, CC1, CCIT1, CIP1)	<i>Brief lecture</i> <i>Examples of WACC estimation</i> <i>Mini-presentation and discussion</i>
40	Team Exercise: Calculating FCFF and MVE 1. Explain the appropriate adjustments to net income, earnings before interest and taxes (EBIT), earnings before interest, taxes, depreciation, and amortization (EBITDA), and cash flow from operations (CFO) to calculate FCFF and FCFE (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of FCFF and MVE calculation</i> <i>Mini-presentation and discussion</i>

41	Team Exercise: Calculating FCFF and MVE 1. Explain the single-stage (stable-growth), two-stage, and three-stage FCFF and FCFE models and select and justify the appropriate model given a company's characteristics (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of FCFF and MVE calculation</i> <i>Mini-presentation and discussion</i>
42	Team Exercise: Calculating FCFF and MVE 1. Estimate a company's value using the appropriate free cash flow model(s) (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1). 2. Explain the use of sensitivity analysis in FCFF and FCFE valuations (CC1, CIP1).	<i>Brief lecture</i> <i>Examples of FCFF and MVE calculation</i> <i>Mini-presentation and discussion</i>
43	Team Exercise: Sensitivity Analysis 1. Estimate a company's value using the appropriate free cash flow model(s) (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1). 2. Explain the use of sensitivity analysis in FCFF and FCFE valuations (CC1, CIP1).	<i>Brief lecture</i> <i>Examples of sensitivity analysis</i> <i>Mini-presentation and discussion</i>
44	Team Exercise: Sensitivity Analysis 1. Calculate and interpret an equity risk premium historical and forward-looking estimation approaches (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1). 2. Describe strengths and weaknesses of methods used to estimate the required return on an equity investment (CC1, CIP1). 3. Evaluate the appropriateness of using a particular rate of return as discount rate, given a description of the cash flow to be discounted and other relevant facts (CK2, CK3, CC1, CC2, CC3, CCIT1, CIP1).	<i>Brief lecture</i> <i>Examples of sensitivity analysis</i> <i>Mini-presentation and discussion</i>
45	Team Presentations – Complete Report (CK2, CC2, CCIT1, CIP1)	<i>Team presentations and feedback</i>
46	Team Presentations – Complete Report (CK2, CC2, CCIT1, CIP1)	<i>Team presentations and feedback</i>
47	Team Presentations – Complete Report (CK2, CC2, CCIT1, CIP1)	<i>Team presentations and feedback</i>
48	Team Presentations – Complete Report (CK2, CC2, CCIT1, CIP1)	<i>Team presentations and feedback</i>
49	CFA Code of Ethics 1. Describe a framework for ethical decision making, distinguishing between rules and ethics in regards to an investment professional (CK4, CIP2) 2. Describe and apply the following standards and related substandards of the CFA Code of Ethics and Standards of Professional Conduct: Standard I Professionalism, Standard II Integrity of Capital Markets, and Standard VII Responsibilities as a CFA Institute Member or CFA Candidate (CK4, CIP2)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise on applying the standards to cases</i> <i>Reading: CFA Code of Ethics and Standards of Professional Conduct</i>
50	Global Investment Performance Standards (GIPS) 1. Explain the purpose and applicability of GIPS (CK4, CIP2) 2. Explain the purpose and construction of composites in performance reporting (CK4, CIP2)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise on applying the GIPS to cases</i> <i>Reading: Introduction to GIPS, GIPS</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. CFA Program Curriculum: Equity Investments and Portfolio Management – Level I Part I, CFA Institute, 2019/2020
2. Damodaran A. (2012). Damodaran on Valuation: Security Analysis for Investment and Corporate Finance, 2nd Edition, Wiley Finance.
3. Bodie, Kane & Marcus (2019) Investments, 11th Edition, McGraw Hill.
4. Reilly, F. & Brown, K. (2016) Analysis of Investments & Management of Portfolios, 10th Edition, South-Western, Cengage Learning.

References

1. CFA Institute, Introduction to the Global Investment Performance Standards, 2018.
2. CFA Institute, Global Investment Performance Standards, 2018.
3. CFA Institute, Code of Ethics and Standards of Professional Conduct Standards of Practice Handbook, Eleventh Edition
4. CFA Institute, Guidance for Standards I–VII Standards of Practice Handbook, Eleventh Edition
5. Videos: <https://www.khanacademy.org/economics-finance-domain/core-finance>
6. Valuation: Measuring and Managing the Value of Companies, McKinsey & Company: T. Koller, M. Goehart, and D. Wessels, 5th edition, 2010
7. Investment Valuation: Tools and Techniques for Determining the Value of Any Asset, A. Damodaran, 3rd edition, 2012
8. The Dark Side of Valuation: Valuing Young, Distressed, and Complex Businesses, A. Damodaran, 2nd edition, 2009

Note: A financial calculator capable of performing operations with amortizing payments and uneven cash flows (e.g., Texas Instruments BA II Plus, Hewlett Packard 12C, etc.). You could use an app on your smartphone but it will not be allowed during exams. Please bring your calculator to each class.

INTERNATIONAL FINANCIAL REPORTING

ACCT 411

COURSE SPECIFICATION



Casey Barnett, FCCA, CFA, MBA

USA

President

1. AIM

This course aims to develop knowledge and skills for understanding and applying accounting standards and the theoretical framework for the preparation of financial statements of entities, including groups, and for analysing and interpreting those financial statements. The course focuses on the application of IFRS in financial reporting because in Cambodia, IFRS and IFRS for SMEs are required by law for all companies meeting certain size requirements. The regional and international trend is that IFRS is becoming increasingly common for financial reporting.

Accounting and finance graduates will face extensive interaction with financial statements. This may be in the role of a financial accountant, responsible for preparing the financial statements. It may also be in the role of a lender, or investment analyst utilizing data drawn from the financial statements. It could be in the role of an auditor whose responsibility includes assessing whether financial statements comply with the relevant accounting standards. Thus, it is essential to have a deep and firm knowledge of financial reporting and the standards used in financial reporting.

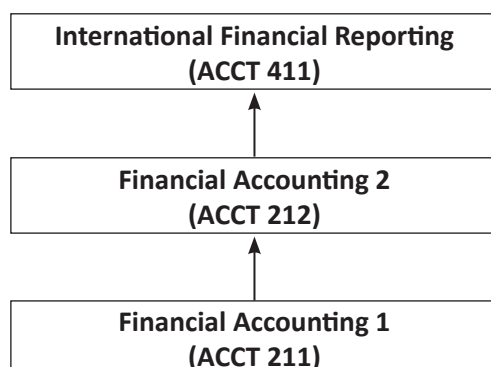
2. COURSE DESCRIPTION

This course begins with a review of key IFRS principles, continuing to study each IFRS in detail, with continuous reference to the relevant IFRS standards. In the first week, the course covers the regulatory framework and a full set of financial statements following IFRS. We will then cover non-current assets and revenue and later, towards the middle of the course, the subject of study is consolidation and accounting for associates. After consolidation, the course returns to accounting for individual companies, covering financial instruments with the focus on loans receivable and payable. Then we progress to accounting for leases, inventory, biological assets, tax and cash flow statements. The course culminates with financial statement analysis, alternative approaches, and cash flow statements.

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:
Reading	: 54 (162 pages of technical reading)
Review	: 42 (3 individual case studies, final case study)
Assignment	: <u>54</u> (research, analysis, writing)
	150
Total Study Hours	: 225

3. ROLE IN CURRICULUM



Prerequisites

Students must have finished Financial Accounting 1 and 2 before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover four main areas: regulatory frameworks, international financial reporting standards, preparation of financial statements and financial statement analysis. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK5	CK1	Explain objective applicability and development of IFRS.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC7	CC1	Apply IFRS to a broad range of transactions and recognition and measurement of assets and liabilities common to large companies and multinationals.
Create	PC7	CC2	Construct the four main financial statements for a large company in compliance with IFRS.
Evaluate	PC1	CC3	Appraise business performance and position using financial statement analysis from the perspective of an investor.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Utilize spreadsheets to facilitate financial statement analysis and financial reporting.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP1	CIP1	Exercise professionalism and professional skepticism in financial reporting and analysis.

5. TEACHING METHODS

This course is primarily lecture based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lectures with another half of the class for working on and reviewing the solutions to case studies and problem sets.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%	CIP1	PIP1
Controlled case studies (3)	24%	CK1, CC1, CC2, CCIT1	PK5, PC7, PCIT1
Assignment	24%	CC3, CCIT1, CIP1	PC1, PCIT1, PIP1
Presentation (2)	12%	CC3, CIP1	PC1, PIP2
Final controlled case study	30%	CC1, CC2, CCIT1	PC7, PCIT1
Total grading score	100%	All	

Individual Assignment

- Work Group : Individual
- Output format : APA Format Report
- Language : English
- Assignment : At the end of the course, each student will choose a public company that follows IFRS (the company's last year's annual report has to be available in English). Companies will be chosen on the first-come, first-served basis and this process will be moderated by the instructor. Students will conduct an analysis of the company's strategic position, performance and conclude as to whether the business should be considered as a potential investment.

7. STUDY PLAN

The course has 50 lessons detailed below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Introduction, Financial Statement Analysis 1. Describe the objectives and elements of financial reporting in accordance with the IFRS Framework (CC1) 2. Explain the source and applicability of international financial reporting standards and Cambodian international financial reporting standards (CK1) 3. Define, calculate and interpret key financial ratios relevant for investors and managers (CC3, CCIT1, CIP1, CIP2)	Lecture Discussion Kahoot! Reading: References: BPP Text Chapter 1 pp 4-8, Chapter 2 pp 31-35, Chapter 19
2	Financial Statement Analysis 1. Describe limitations of financial statement analysis (CC3, CIP2) 2. Define, calculate and interpret key financial ratios relevant for investors and managers (CC3)	Lecture Discussion Case study Reading: References: BPP Text Essential Reading 19 pp 704-706, Chapter 19
3	Cash Flow Statement 1. Describe the sections of a cash flow statement (CC2) 2. Conduct basic interpretation of cash flows and changes in cash flows (CC3) 3. Prepare the operating cash flow section of a statement of cash flows (CC2)	Lecture Demonstration and discussion Case Study Reading: References: BPP Text Chapter 21 pp 525-546
4	Cash Flow Statement 1. Prepare a full cash flow statement according to IFRS (CC2, CCIT2, CIP2)	Case Study Reading: References: BPP Text Chapter 21 pp 525-546
5	Foreign Currency Gains and Losses 1. Identify the functional currency of an entity (CC1) 2. Calculate and account for gains and losses on exchange (CC1)	Lecture Discussion Group Exercise Reading: References: BPP Text Chapter 17 pp 421-442
6	Foreign Currency Translations 1. Translate an income statement and statement of financial position from a functional currency to a presentation currency (CC1, CCIT2, CIP2) 2. Explain the role of translation gain or loss in other comprehensive income (CC1)	Lecture Discussion Group Exercise Reading: References: BPP Text Chapter 17 pp 421-442

7	EPS 1. Calculate the EPS in accordance with relevant accounting standards (dealing with bonus issues, full market value issues and rights issues) (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 18 pp 455-476
8	Diluted EPS 1. Describe diluted earnings per share (CC1) 2. Calculate diluted EPS involving convertible debt and share options (warrants) (CC1)	<i>Lecture</i> <i>Demonstration and discussion</i> <i>Case study discussion</i> Reading: References: BPP Text Chapter 18 pp 455-476
9	Business and Industry Analysis 1. Perform a PESTLE analysis to analyze a business (CC3, CIP2) 2. Perform a Porter's Five Forces analysis to analyze a business (CC3, CIP2) 3. Perform a SWOT analysis for a business (CC3, CIP2) 4. Construct a risk matrix for a business (CC3, CIP2)	<i>Lecture</i> <i>Demonstration and discussion</i> <i>Example and exercise</i> Reading: References: BPP Text Chapter 19 pp 477-510
10	Property, Plant and Equipment 1. Define and compute the initial measurement of a non-current asset (CC1) 2. Identify subsequent expenditure that may be capitalised, distinguishing between capital and revenue items (CC1) 3. Compute depreciation based on cost for assets that have two or more significant parts (complex assets) (CCI, CIP1)	<i>Lecture</i> <i>Demonstration</i> <i>Example, exercise and group problem solving</i> Reading: References: BPP Text Chapter 3 pp 45-70
11	Revaluation of Property Plant and Equipment 1. Account for the depreciation of property that has been revalued (CC1) 2. Account for revaluation and disposal gains and losses for non-current assets (CC1)	<i>Lecture</i> <i>Demonstration</i> <i>Example, exercise and group problem solving</i> Reading: References: BPP Text Chapter 3 pp 45-70
12	Investment Property 1. Identify and distinguish PPE and investment property (CC1) 2. Prepare the accounting entries for investment property (CC1)	<i>Lecture</i> <i>Demonstration and discussion</i> <i>Example and exercise</i> Reading: References: BPP Text Chapter 3 pp 45-70
13	Borrowing Costs 1. Determine and account for borrowing costs to be capitalised in PPE and investment property (CC1)	<i>Lecture</i> <i>Case study discussion</i> <i>Group problem solving</i> Reading: References: BPP Text Chapter 3 pp 45-70

14	Intangible Assets 1. Define and identify intangible assets (CC1) 2. Determine and account for the amortization of an intangible asset (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 4 pp 71-90
15	Impairment of Assets 1. Determine the recoverable amount of an asset (CC1) 2. Define and describe fair value (CC1) 3. Determine and account for impairment of PPE, Investment Property and Intangible Assets (CC1, CIP1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 5 pp 91-106
16	Provisions 1. Explain why an accounting standard on provisions is necessary (CC1) 2. Explain how provisions should be measured (CC1) 3. Account for recognition of a provision and a change in a provision (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 13 pp 329-354
17	Inventory, Biological Assets 1. Determine and account for a write-down of inventory (CC1) 2. Define: biological asset, agricultural activity, bearing plant (CC1) 3. Account for fair value changes of biological assets (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 14 pp 355-368
18	Financial Instruments 1. Identify, define, and account for the main types of financial instruments as per IFRS 9 (CC1) 2. Determine the value of financial assets using the amortized cost method (CC1, CCIT1, CIP1)	<i>Lecture</i> <i>Demonstration and discussion</i> <i>Example and exercise</i> Reading: References: BPP Text Chapter 11 pp 277-298
19	Convertible Loans 1. Calculate the equity portion of a convertible loan (CC1) 2. Account for the issuance of a convertible loan and the related accrued interest (CC1) 3. Account for conversion of a convertible loan (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group Exercise</i> Reading: References: BPP Text Chapter 11 pp 277-298
20	Lessee Lease Accounting 1. Account for right of use assets and lease liabilities in the records of the lessee (CC1, CCIT1, CIP1) 2. Explain the exemption from the recognition criteria for leases in the records of the lessee (CC1)	<i>Lecture</i> <i>Example and exercise</i> <i>Group problem solving</i> <i>Case study discussion.</i> Reading: References: BPP Text Chapter 12 pp 299-322
21	Lessor Lease Accounting 1. Distinguish between lessor operating leases and finance leases (CC1) 2. Account for operating leases of a lessor (CC1) 3. Account for finance leases of a lessor (CC1)	<i>Lecture</i> <i>Example and exercise</i> <i>Group problem solving</i> <i>Case study discussion.</i> Reading: References: BPP Text Chapter 12 pp 299-322

22	Sale and Leaseback Transactions - Describe the nature and role of sale and leaseback transactions (CC1) - Account for sale and leaseback agreements (CCI, CCIT1, CIP1)	<i>Lecture</i> <i>Example and exercise</i> <i>Group problem solving</i> <i>Case study discussion.</i> Reading: References: BPP Text Chapter 12 pp 299-322
23	Leases: Review and Practice - Calculate and present the carrying amounts of lease assets and liabilities (CC1) - Calculate and present income and expense related to lease assets and liabilities (CC1, CCIT1, CIP1)	<i>Lecture</i> <i>Case study discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 12 pp 299-322
24	Financial Statement Adjustments for Financial Statement Analysis - Make appropriate adjustments to comparable companies' statement of financial position (CC3, CIP2) - Make appropriate adjustments to comparable companies' statement of comprehensive income (CC3, CIP2)	<i>Case study discussion</i> Reading: References: BPP Text Chapter 19 pp 477-510, Chapter 20 pp 511-524
25	Revenue - Explain the principles of recognition of revenue (CC1) - Apply the principles of recognition of revenue (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 6 pp 117-142
26	Revenue from Construction Contracts - Explain and apply the criteria for recognizing revenue from contracts (CC1) - Explain and apply the criteria for the recognition of contract costs (CC1) - Describe the acceptable methods for measuring progress towards complete satisfaction of a performance obligation (CC1) - Prepare financial statement extracts for contracts where performance obligations are satisfied over time (CC2, CIP1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 6 pp 117-142
27	Government Grants - Describe the two main methods for recognizing benefits from government grants (CC1) - Account for government grants using the deferred grant income method (CC1) - Account for government grants using the reduction in cost method (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 6 pp 117-142
28	Income Tax - Deferred Tax - Account for current tax in accordance with relevant accounting standards (CC1) - Distinguish between taxable differences and deductible difference (CC1) - Calculate and account for deferred tax (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 15 pp 369-392

29	Income Tax - Deferred Tax - Account for changes in deferred tax liabilities and assets (CC1) - Account for deferred tax in OCI, including that arising from revaluation of property (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 15 pp 369-392
30	Income Tax - Disclosures - Describe the required disclosures for income tax and deferred tax (CC1) - Prepare a disclosure note for changes in deferred tax assets and liabilities and temporary differences (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 15 pp 369-392
31	Consolidated Statement of Financial Position - Prepare a consolidated statement of financial position for a simple group (parent and one subsidiary and associate) dealing with pre and post-acquisition profits, non-controlling interests and consolidated goodwill (CC2) - Describe the concept of a group as a single economic unit (CC1) - Account for the effects in the financial statements of intra-group trading (CC1) - Explain why it is necessary to eliminate intra group transactions (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 7 pp 153-176, Chapter 8 pp 177-218
32	Consolidated Statement of Financial Position - Unrealised Profit, Goodwill - Calculate and adjust for unrealised profit on consolidation (CC1) - Identify and calculate deferred consideration and its impact to goodwill (CC1) - Consolidate the statement of financial position (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 8 pp 177-218
33	Consolidated Statement of Financial Position - Fair Value Adjustments - Calculate goodwill, adjusting for fair value adjustments of acquisition target's assets and liabilities (CC1) - Consolidate the statement of financial position with required adjustments needed for fair value adjustments on acquisition (CC2, CIP1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 8 pp 177-218
34	Consolidated Statement of Profit and Loss and Other Comprehensive Income - Consolidate revenue (CC1) - Consolidate cost of goods sold (CC1) - Prepare a consolidated statement of profit or loss, adjusting for inter-company transactions and NCI (CC2, CIP1)	<i>Lecture</i> <i>Demonstration</i> <i>Case study discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 9 pp 219-242
35	Group Disposals - Determine the gain or loss on disposal of a subsidiary (CC1) - Account for the disposal and/or loss of control of a subsidiary (CC1)	<i>Lecture</i> <i>Demonstration</i> <i>Case study discussion</i> <i>Group exercise</i>

		Reading: References: BPP Text Chapter 9 pp 219-242
36	Financial Statement Analysis of Groups 1. Adjust group financial statements for the purpose of comparison (CC3) 2. Analyze segment performance (CC3, CIP2) 3. Adjust risk based measures to reflect segment risk (CC3)	<i>Case study discussion</i> Reading: References: BPP Text Chapter 9 pp 219-242
37	Accounting for Associates 1. Identify an associate (CC1) 2. Account for an associate in the statement of financial position (CC1) 3. Account for an associate in the statement of profit or loss (CC1) 4. Adjust for inter-company transactions with an associate (CC1)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 10 pp 243-266
38	Consolidation with Associates 1. Prepare a consolidated statement of profit or loss for a group including a single subsidiary and an investment in an associate (CC2) 2. Prepare a consolidated statement of financial position for a group including a single subsidiary and an investment in an associate (CC2)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 10 pp 243-266
39	Changes in Policy and Estimates, Errors, Events After the Reporting Period 1. Define and designate the accounting treatment for accounting errors, changes in estimate, and changes in policy (CC1) 2. Describe and identify adjusting events and non-adjusting events, giving recommendations for their treatment (CC2, CIP2)	<i>Lecture</i> <i>Discussion</i> <i>Group exercise</i> Reading: References: BPP Text Chapter 13 pp 328-355, Chapter 17 pp 421-442
40	Non-Current Assets Held for Sale, Discontinued Operations 1. Prepare a statement of profit or loss including a discontinued operation (CC2) 2. Identify and account for assets and disposal groups held for sale (CC1)	<i>Lecture</i> <i>Case study discussion</i> <i>Group problem solving</i> Reading: References: BPP Text Chapter 17 pp 421-442
41	Review	
42	Practice	
43	Practice	
44	Practice	
45	Practice	
46	Practice	
47	Practice	
48	Practice	
49	Practice	
50	Practice	
51	Final Assignment Presentations	
Total Hours: 76.5 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publishing, Paper F7 Financial Reporting (FR), (For exams from September 2021 to June 2022).
2. Kaplan Publishing, Practice & Revision Kit Paper F7 Financial Reporting, (For exams from For exams from September 2021 to June 202).

References

1. IFRS Foundation, IFRS Standards, 2018.
2. BPP Learning Media, Paper F7 Financial Reporting, (For exams from September 2021 to June 2022).
3. BPP Learning Media, Practice & Revision Kit Paper F7 Financial Reporting, (For exams from September 2021 to June 2022).

BUSINESS STRATEGY

MGMT 421

COURSE SPECIFICATION



Monirul Islam, MBA

Bangladesh

Lecturer

1. AIM

This capstone course focuses on the strategic management process. This covers all aspects of strategy, including charting a company's direction from its vision, mission and business objectives, through the process of evaluation of the company's external environment, assessing its internal strengths and competences, and determining the general strategic options available to the company to achieve these objectives. The course covers the evaluation of the global business environment, selection of strategic alternatives, formulation and implementation of the strategic plan, and analysis of firm performance. The course provides a strong emphasis on the implementation of the strategy, including building a competent and competitive organization, managing internal operations, developing a strong corporate or company culture and dealing with ethical issues. The course aims to introduce students to the basics of how business organizations in different industries are managed and position themselves in the business environment, with a special focus on the role played by a firm's strategy. The course aims to develop students' analytical skills in assessing company strategies, teamwork, as well as oral and written communication and presentation skills.

2. COURSE DESCRIPTION

Strategic management is concerned with how a firm sets its direction, chooses its business activities, and establishes and defends its position in a competitive market. Lectures will introduce students to concepts and tools that will help them to develop an understanding of how strategies are formed and managed, and how competitive advantage might be created and sustained. The program of lectures will include several case studies, which will illustrate the strategy development and execution process in a variety of industries both locally and worldwide, and will allow students to examine the required management processes from planning to execution, providing an opportunity to identify key success factors in strategy formulation and the building of sustainable competitive advantage. Students will be encouraged to critically reflect on issues including the concept of sustainable competitive advantage and what this means in practice and how competitive advantage can be developed and sustained.

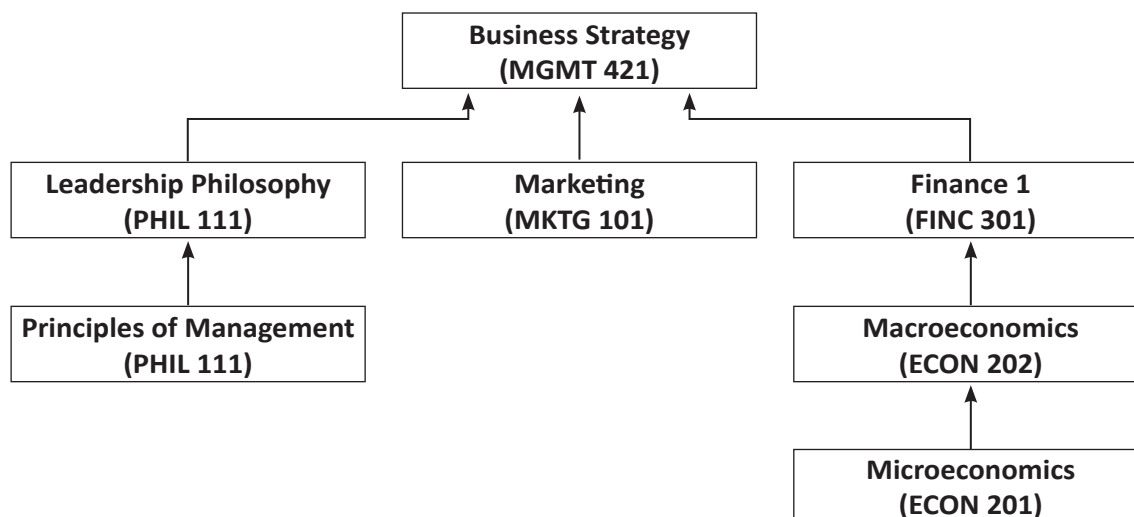
The course emphasizes the need for long-term planning, building valuable and sustainable and dynamic competences and positioning to set a company apart from the competition, and appropriate strategic moves to consolidate and build on competitive advantages, such as entering new markets, building alliances and diversification into complementary business. The inclusion of contemporary

ethical issues, such as reputation and corporate social responsibility are designed to encourage students to formulate and argue their own views on all aspects of strategy. Throughout the course students will have the opportunity to apply the abstract strategy concepts into real-life conditions, and make their own recommendations for strategies of their selected case studies and project companies.

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:
Reading	: 80 (Book, Notes)
Review	: 60 (15 Case studies, Strategy concepts)
Assignment	: 40 (Field research, Company interviews, Analysis)
	180
Total Study Hours	: 255

3. ROLE IN CURRICULUM



Prerequisites

This is a final year course, so students will be expected to be capable of preparing and presenting high quality assignments in English, and have a good understanding of complementary subjects including economics, leadership, marketing, law and business ethics. Therefore, before studying this class, students shall have passed 2 out of the following 3 courses: Microeconomics, Macroeconomics, and Finance 1.

4. LEARNING OUTCOMES

On successful completion of this course students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1, PK2, PK4	CK1	Understand and explain the components of strategy development process;

Evaluate	PK1, PK2, PK4	CK2	Evaluate how a firm sets its direction, chooses its business activities, create strategies and defends its position in a competitive market;
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4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC5	CC1	Evaluate the processes through which firms organize their business strategy efforts.
Analyze	PC5	CC2	Prioritize the key decisions in strategy formulation and execution
Evaluate	PC5	CC3	Account for complexity and evaluate the need for trade-offs in business world problems.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PCIT4	CCIT1	Evaluate cases of different strategic approaches in the light of external environment and competitive strengths.
Create	PCIT4	CCIT2	Create a workable idea for a new business based on all the main components of strategy.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP1, PIP2, PIP3	CIP1	Work effectively individually and in teams to develop and present feasible strategies.

5. TEACHING METHODS

The teaching methodology will aim at promoting critical thinking among the students and stimulating student participation during the classes. The students' knowledge will be periodically reviewed by class presentations and quizzes.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	20%	CK1, CK2, CC1, CC2, CIP1	PC5, PC3, PC5
In-class tests	20%	CK1, CK2, CC1	PK2, PC5
Assignment	20%	CIP1, CCIT1, CCIT2	PIP1, PIP3, PIP2, PCIT4
Midterm exam	20%	CK1, CK2, CC2, CC3	PK1, PK2, PK4, PC3, PC5
Final exam	20%	CK1, CK2, CC2, CC3	PK1, PK2, PK4, PC3, PC5
Total grading score	100%		

There is one assignment during this course:

Business Model

- Work Group : Group
- Output format : Presentation
- Language : English
- Assignment : Student teams with 3 members will work on a “Business Model” as if they are entrepreneur. Team will identify issues / needs in the society and come up with business idea with potential solutions. Students are encouraged to choose from any of the following business categories: Technology, Healthcare, Clean Energy, Agriculture, General Business. Team will design the business model canvas and then “Get out of the building” to test the business model assumptions with customers and key partners and then make the necessary changes. You may need to revise your canvas multiple times in order to get your expectations. Teams are also required to create a Power Point Presentation Slides to show your Business Model, Business Model Canvases, Problems / Obstacles and Evidence.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	General introduction and Method of Study Determine the purpose and rationale of strategy (CK1)	<i>Lecture</i> <i>Group discussion on the purpose of strategy and use of theory and case studies</i> Reading: Chapter 1
2	What is Strategy and Why Is It Important? Assess the term ‘The quest for Competitive Advantage’ and what it means in practice (CK2)	<i>Lecture</i> <i>Group discussion</i> Reading: Chapter 1 (Pages 4-6)
3	Introductory Case Study: Apple Inc. Exemplifying a Successful Strategy Evaluate the underlying strategies of Apple Inc. key success factors (CCIT1)	<i>Presentation of Case Study</i> <i>Class discussion on potential strategies for coffee shops</i> Reading: Chapter 1 (Page 7 Apple Inc. Case Study)
4	Internationalization versus localization Assess the different strategic moves by Starbucks (CC1)	<i>Group discussion: Coffee Shops (Starbucks and Brown (Cambodia))</i> Reading: Chapter 1
5	Strategy and the quest for competitive advantage Determine how to become a strategic thinker (CK3)	<i>Lecture</i> <i>Group discussion</i> Reading: Chapter 1 (Pages 4-9)
6	A Company’s Strategy and its Business Model Evaluate two business models in terms of their simplicity and effectiveness (CC3) Evaluate different business model of Radio.	<i>Lecture</i> <i>Group discussion</i> Reading: Chapter 1 (Pages 9-16), Page 13 Pandora, SiriusXM, and Over-the-Air Broadcast Radio: Three Contrasting Business Model

7	QUIZ 1: (Chapter 1) (CK1)	<i>Lecture</i> <i>Group discussion on Quiz 1 Results</i> Reading: Chapter 1
8	Charting a Company's Direction Develop a Vision, Mission, Objectives, and Strategy: The Five Stages of Crafting a Strategy (CCIT2)	<i>Lecture</i> <i>Group discussion and group presentation on Vision statements</i> Reading: Chapter 2 (Pages 20-22)
9	Mission and Vision Statements: Examples and Cases Create and present a good vision and mission statement, and evaluate vision and mission statements of companies (CCIT1)	<i>Demonstration of good and bad vision and mission statements</i> <i>Group discussion on how to develop good vision and mission statements</i> Reading: Chapter 2 (Pages 23-27)
10	Developing Mission and Vision Statements Prepare and present in groups your company vision and mission statement (CCIT2)	<i>Group exercise on completing and using vision statements and discussion on how these affect the company's operations</i> Reading: Chapter 2 (Pages 24-29)
11	Setting Objectives and Performance Indicators Assess the role of targeted objectives in strategy making and implementation (CC1)	<i>Lecture</i> <i>Group discussion to assess the nature and role of setting targeted objectives</i> Reading: Chapter 2 (Pages 30-33)
12	Case Study - Setting Objectives: Examples of Company Objective Apply the concept of setting objectives to real life case studies (CC2)	<i>Presentation of Examples of Company Objective</i> <i>Group discussion on how setting objectives is fundamental to the organization</i> Reading: Chapter 2 (Page 27 Examples of Company Objective)
13	Preparation for Quiz 2: Crafting and Executing strategy (up to the role of the CEO) (CK2)	<i>Lecture</i> <i>Group discussion on quiz questions</i> Reading: Chapter 2 (Pages 34-39)
14	Executing and Evaluation the Strategy Case Study: Rosetta Mission Apply the 'objective setting' to major international projects and evaluate how this aided the success of the mission (CC2)	<i>Presentation of Case Study</i> <i>Group discussion</i> Reading: Chapter 2 (Pages 39-42)
15	Corporate Governance: The Roles and Responsibilities of Boards of Directors. Case Study: The Volkswagen Diesel Emissions Scandal. Describe the background to the diesel emissions scandal and determine the corporate governance issues that caused it (CK1)	<i>Lecture on Case Study</i> <i>Group discussion on Corporate Governance issues</i> Reading: Chapter 2 (Pages 40-42), Page 43 Volkswagen Diesel Emissions Scandal Case Study
16	Quiz 2: (Chapter 2) (CK2) Evaluating a Company's External Environment: The strategically relevant factors in the company's macro environment (CC1)	<i>Lecture on the external environment</i> <i>Group discussion on the factors that relate to the assessment of the external environment to strategy</i> Reading: Chapter 3 Pages 48-52

17	Assessing the Company's Industry and Competitive Environment (PESTEL) (CIP1)	<i>Lecture and presentation of the PESTEL framework</i> <i>Group discussion on the future of the education system using the PESTEL framework</i> Reading: Chapter 3 (Pages 49-52 Table 3.1 Page 52)
18	The Five Forces Model Assess the role of each of the five forces on determining the external environment that the firm is facing (CC1)	<i>Lecture on the 5-Forces Model</i> <i>Group discussion on the relevance and limitations of the 5-Forces</i> Reading: Chapter 3 (Pages 53-69)
19	Complementors & the Value Net Industry Dynamics and the Forces Driving Change Determine the value chain for the written example and evaluate its role in strategy making (CC3)	<i>Lecture on the Value Net</i> <i>Group discussion on the relevance of 'complementors'</i> Reading: Chapter 3 (Page 69-74)
20	Competitor Analysis Strategic Group Analysis Perform a competitor analysis for one selected industry (CC2)	<i>Lecture on strategic group analysis</i> <i>Group discussion on competitor analysis</i> Reading: Chapter 3 (Pages 74-79)
21	Positioning Your Company Determine and Evaluate the Key Success Factors Essential to Surviving in the Industry Quiz 3: (Chapter 3) (CK1)	<i>Lecture</i> <i>Group discussion on positioning your company to exploit the changing external environment</i> Reading: Chapter 3 (Pages 79-81)
22	Evaluating a Company's Resources, Capabilities, and Competitiveness: Assess how well is the company's strategy working? (CK1)	<i>Lecture on evaluating a company's resources</i> <i>Group discussion</i> Reading: Chapter 4 (Pages 87-95)
23	Evaluating a Company's Resources: Exercise Determine what are the company's most important resources? SWOT Analysis (CCIT1)	<i>Group discussion and presentation on a case study of a company's resources</i> Reading: Chapter 4 (Pages 91-102)
24	How does a company's Value Chain activities impact its cost structure and the Customer Value Proposition? Determine the CVP for the given company business model and assess its value above the product price (CC1)	<i>Lecture on the Value Chain</i> <i>Group discussion</i> Reading: Chapter 4 (Pages 102-112)
25	Company Assessment: Is the Company relatively stronger or weaker than its rivals? Evaluate the relative strength of a company compared to its rivals in the industry (CK3)	<i>Lecture on company assessment</i> <i>Group discussion on case study</i> Reading: Chapter 4 (Pages 112-117)
26	Quiz 4: (Chapter 4) (CC1)	<i>Group discussion on Quiz 4 results</i> Reading: Chapter 4: Pages 86-117
27	Midterm Exam Review (CK1)	<i>Lecture</i> <i>Group discussion on mid-term topics</i> Reading: Chapters 1 to 4
28	Midterm Exam Review (CK1)	<i>Lecture</i> <i>Group discussion on mid-term topics</i> Reading: Chapters 1 to 4

	Midterm Exams (September 7 – September 12) (CK2)	<i>Lecture</i> <i>Group discussion</i> Reading: Chapters 1 to 4:
29	Chapter 5: The Five Generic Competitive Strategies: Overview Evaluate each of the five generic strategies in terms of industry attractiveness (CC4)	<i>Lecture on the five generic strategies</i> <i>Group discussion</i> Reading: Chapter 5
30	Strategic Choice: Low cost, differentiation and best cost provider strategies Describe and assess Vanguard's Path to Becoming the Low-Cost Provider (CC1)	<i>Group exercise: teams to present the arguments for low cost, differentiation and best-cost provider strategies</i> Reading: Chapter 5 (Pages 123-130) Page 127: Vanguard Case Study
31	Understanding Current Strategic Direction using 5 Generic Strategies Model Evaluate the most appropriate strategy for given strategic intent (CCIT1) Quiz 5: (Chapter 5) (CK1)	<i>Lecture to summaries the consequences of choosing each of these modes</i> <i>Group discussion on the issues of strategic choice</i> Reading: Chapter 5: Pages 132-148
32	Strengthening a Company's Competitive Position: Strategic Moves Choose between acquisition and alliance and when these are appropriate strategic moves (CC2)	<i>Lecture on Strategic Moves</i> <i>Group discussion</i> Reading: Chapter 6 (Pages 153-157)
33	Defensive Strategies to protect market position - Case Study: Tinder Swipes Right for First-Mover Success Assess Tinder Swipes Right for First-Mover Success (CC3)	<i>Presentation of case study</i> <i>Group discussion</i> Reading: Chapter 6 (Pages 153-158) Page 161: Tinder Case Study)
34	Horizontal and Vertical Integration, outsourcing and strategic alliances Determine when vertical and horizontal integration are appropriate strategic moves (CC3)	<i>Lecture on horizontal and vertical integration</i> <i>Group discussion</i> Reading: Chapter 6 (Pages 162-178) Page 166: Walmart's Expansion into E-Commerce via Horizontal Acquisition Strategy)
35	Quiz 6: Chapter 6 (CK1)	<i>Lecture</i> <i>Group discussion on Quiz results</i> Reading: Chapters 6:
36	Strategies for Competing in International Markets; Strategic options Distinguish between the available strategic moves for expanding to international markets and determine when these are most appropriate (CK3)	<i>Lecture on entering international markets</i> <i>Group discussion</i> Reading: Chapter 7 (Pages 183-192)
37	International Strategy - the Three Main Approaches Case Study: Page 192: Assess the Walgreens-Boots Alliance Inc. Alliance Followed by Merger Case Study: Assess the value of the Four Seasons Hotel Strategy: Local Character: Global Service (CK1)	<i>Presentation on case study</i> <i>Group discussion</i> Reading: Chapter 7 (Pages 188-201) Case Study: Page 196: Walgreens-Boots Alliance) Case Study: Page 202 (Four Seasons Hotel: Local Character: Global Service)

38	Corporate Strategy: Diversification and the Multibusiness Company Determine when diversification is an appropriate strategic move (CC2) Quiz 7: Chapter 7 (CK1)	<i>Lecture on corporate strategy</i> <i>Group discussion</i> Reading: Chapter 8 (Pages 219-255)
39	Building Shareholder Value: The Case for Diversification Evaluate the effect on shareholder value Case Study: Restructuring for Better Performance at Hewlett-Packard (CC3)	<i>Lecture on shareholder value</i> <i>Group discussion</i> Reading: Chapter 8 (Page 255: Case Study: Hewlett-Packard)
40	Quiz 8: Chapter 8 (CK1)	<i>Group discussion on quiz results</i> Reading: Chapter 8
41	Ethics, Corporate Social Responsibility, Environment and Strategy Case Study: Evaluate Unilever's Focus on Sustainability and its value to the company (CK3)	<i>Lecture on CSR</i> <i>Group discussion on CSR Ethical Issues</i> Reading: Chapter 9 (Pages 261-282) Case Study: Page 282 (Unilever's Focus on Sustainability)
42	Assignment Review Class (CCIT1)	<i>Assignment presentations</i> <i>Group discussion</i> Reading: (Chapter 9)
43	Building an Organization Capable of Good Strategy Execution Case Study: Which Value Chain Activities does Apple Outsource, and Why? Assess whether this is an appropriate strategic move (CK2) Quiz 9: Chapter 9 (CK1)	<i>Lecture on building an effective organization</i> <i>Group discussion on strategy implementation issues (using Apple Case study)</i> Reading: Chapter 10 (Pages 291-317) Case Study: Page 306 (Which Value Chain Activities does Apple Outsource, and Why?)
44	Managing Internal Operations: Actions That Promote Strategy Execution Case Study: Charleston Area Health Medical Center's Six Sigma Program Evaluate and assess the role that good operations management makes to implementing strategy (CC1) Quiz 10: Chapter 10 (CK1)	<i>Lecture on managing internal operations</i> <i>Group discussion on the Charleston Area Health Medical Center Case Study</i> Reading: Chapter 11 (Pages 323-342)
45	Assignment Review (CCIP1) Quiz 11: Chapter 11 (CK1)	<i>Assignment presentations</i> <i>Group discussion</i>
46	Corporate Culture and Leadership: Keys to Good Strategy Execution Assess the role that good corporate culture has on the overall performance and strategy execution and implementation (CC2)	<i>Lecture on corporate culture</i> <i>Group discussion on developing a good corporate culture</i> Reading: Chapter 12 (Pages 347 - 367)
47	Assignment Presentation Class (CCIT2) Quiz 12: Chapter 12 (CK1)	<i>Assignment Presentations</i> <i>Group discussion</i>
48	Assignment Presentation Class (CCIT2)	<i>Assignment presentations</i> <i>Group discussion</i>

49	Final Exam Review (CCIT1)	<i>Lecture and review of topics</i> <i>Group discussion on course and exam questions</i>
50	Final Exam Review (CCIT1)	<i>Lecture and review of topics</i> <i>Group discussion on course and exam questions</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Thompson, Peteraf, Gamble, and Strickland (2019). *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Readings*, 22nd Edition.

References

1. Harvard Business Review (2011). HBR's 10 Must Reads on Strategy.
2. Michael E. Porter, *Competitive Strategy*, Free Press, New York, 1980
3. *The Strategy Book* (2nd Edition): Max McKeown, Pearson 2016 (ISBN: 978-1-292-08440-4 (print), 978-1-292-08443-5 (PDF), 978-1-292-08442-8 (etext) 978-1-292-08441-1 (epub)



CAMBODIAN TAX

ACCT 451

COURSE SPECIFICATION



Kosal Song, MA

Cambodia

Associate Professor

1. AIM

This course aims to give students knowledge and skills relating to the tax system as applicable to individuals and companies. There are two main goals. First, students will use the knowledge gained from the class to identify which taxes should be relevant applied to individuals or companies. Second, students will be able to calculate the tax liabilities and know how to remit the taxes to the Cambodian tax authority.

Having covered the core areas of the basic taxes, students should be able to compute tax liabilities, explain the basis of their calculations, apply tax planning techniques for companies and identify compliance issues.

2. COURSE DESCRIPTION

This course introduces candidates to the subject of taxation and provides the core knowledge of the underlying principles and major technical areas of taxation, as they affect the activities of individuals, employees and businesses.

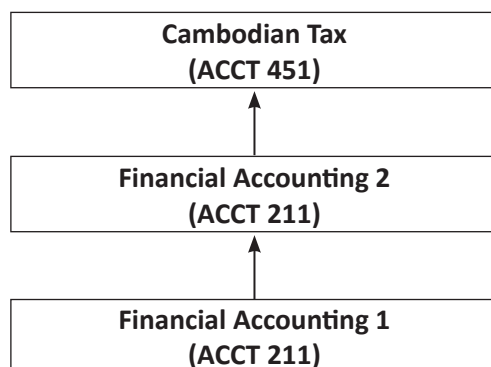
In this course, candidates are introduced to the functions of the tax system and the rationale behind them. The course then considers the separate taxes that an accountant would need to have a detailed knowledge of, such as tax on salary and fringe benefits, withholding tax, corporation tax liability and the value added tax liability.

The Cambodian tax system is still developing and personal income tax has been introduced in Cambodia under 2019 Financial Law but it has not yet implemented – an Order (Prakas) from the Ministry of Economy and Finance will further outline about the implementation. However, the recent tax update on Capital Gains Tax, which has been in the Law on Taxation (LOT) since 1997, is another part of personal income tax and will be in force from 2021. In addition, withholding tax is one of the mechanisms used by governments of developing countries to collect tax revenue from non-tax registered persons, and Cambodia is no exception. In these circumstances, candidates must be proficient in tax on salary and fringe benefits and withholding tax.

Having covered the core areas of the basic taxes, the candidate should be able to compute tax liabilities, explain the basis of their calculations, apply tax planning techniques for companies and identify the compliance issues.

Credits: 5

	<u>Hours</u>
Lecturer Hours	: 75
Self-Study Hours	:
Reading	: 50 (273 pages of lecture note)
Review	: 70 (quiz, homework, past exam)
Assignment	: <u>40</u> (research, writing)
	160
Total Study Hours	: 235

3. ROLE IN CURRICULUM

Prerequisites

Students must have finished Financial Accounting 1 and 2 before attempting this course.

4. LEARNING OUTCOMES

The learning outcomes for this course cover the four main areas: Understanding of Cambodian tax system, understanding types of applicable taxes in Cambodia, calculating company tax liabilities and being in compliance with Cambodian tax regulations. On successful completion of this course students should be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK3	CK1	Describe the scope and operations of the tax system.
Understand	PK3	CK2	Explain the rights and obligations of taxpayers and/or their agents and the implications of non-compliance.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC4	CC1	Compute tax on salary and fringe benefits of employees
Analyze	PC4	CC2	Compute withholding taxes applicable to payments to resident and nonresident taxpayers
Analyze	PC4	CC3	Compute value added tax applicable to payments related to taxable and non-taxable supplies

Analyze	PC4	CC4	Compute corporate income tax liability.
Analyze	PC4	CC5	Compute other major tax liabilities applicable to commercial enterprises in accordance with tax regulations.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

None

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Deal with tax officers for discussion of Cambodian tax issues.

5. TEACHING METHODS

This course is primarily lecture case study, activity and assignment based. Assigned readings will support learning and serve as a reference to materials covered in class. During class, approximately one hour of the total class will be devoted to lecture or case study discussion with another 30 minutes of the class will be for practice and other activities. During the course students will undergo a comprehensive tax simulation.

6. ASSESSMENT AND GRADING

Grades are determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	10%		
• Attendance	5%	CK1, CK2, CIP1	PK3, PC4, PIP1
• Practice	5%		
In-class tests (6)	20%	CC1, CC2, CC3, CC4, CC5	PC4
Simulation	20%	CK1, CC1, CC2, CC3, CC4, CC5, CIP1	PK3, PC4, PIP1
Assignment	15%	CC1, CC2, CC3, CC4, CC5	PC4
Midterm exam	10%	CC1, CC2, CC3	PC4
Final exam	25%	CK1, CK3, CC1, CC2, CC3, CC4, CC5	PK3, PC4
Total grading score	100%		

There is one assignment for the course.

Assignment - Research Report

Work Group : Individual
 Output format : APA Format Report, Speech
 Language : Khmer (English allowed for non-Khmer speaking students)

Assignment : Students will individually research a topic on a tax issue with industry choosing from the lecturer approved list. Students can choose a topic on a first-come, first-served basis. The report is written individually, however, students may work together with the same industry, covering different topics.

Students are expected to interview and survey 4-20 businesses in the industry chosen by the company and tax officials as part of their research.

7. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 75 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Cambodian Tax System - Describe the function and purpose of taxation. - Describe the GDT Structure. - Discuss the different types of taxes in Cambodia. (CK1)	<i>Lecture</i> <i>Discussion and question</i> Reading: Law on Taxation (chapter 1)
	Cambodian Tax System - Discuss the principle sources of tax law, tax system & hierarchy of registration - Explain the tax incentives for voluntary registration in 2017 & 2018 for Small and Medium Taxpayer - Explain the tax compliance status and benefits - Brief discussion on Double Taxation Agreement - Explain the difference between tax avoidance & tax evasion to be well prepare for tax planning (CK1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation (chapter 1)
2	Tax on Salary 1 - Describe the scope of tax on salary (TOS). - Identify the income subject to tax on salary for tax calculation. - Calculate the basic salary tax for employees in accordance with tax rules. (CC1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation (chapter 2)
3	Tax on Salary 2 - Explain the comprehensive computation of tax on salary. - Identify the allowance, fringe benefits, reimbursements subject fringe benefit tax (FBT) for tax calculation. (CC1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation (chapter 2)
4	Tax on Salary 3 - Calculate tax for allowance, fringe benefits, reimbursements in accordance with tax rules. - Explain the conditions and computation of foreign tax credit to claim tax credit against tax on salary. (CC1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and quiz</i> Reading: Order (Prakas) on Tax on Salary, Order (Prakas) No. 1173

5	Tax on Salary 4 1. Calculate the foreign tax credit. 2. Plan for tax on salary for saving tax for employer and employee. (CC1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Order (Prakas) on Tax on Salary, Order (Prakas) No. 1173, all.
6	Withholding Tax 1 1. Describe withholding tax collection and payments. 2. Identify types of relevant income/payments subject to withholding tax for calculation of tax. (CC2)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)
7	Withholding Tax 2 1. Compute withholding tax based on tax rules. 2. Explain WHT implications of Dividend Distributions. (CC2)	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)
8	Withholding Tax 3 1. Identify common withholding tax issues to avoid troubles during practice. (CC2)	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)
9	Withholding Tax 4 1. Calculate withholding tax. 2. Explain WHT issues when the recipient receives a net amount for saving tax. 3. Explain the WHT tax rate reduction for DTA. 4. Explain the WHT rate reduction for micro-finance. 5. Identify the permitted exemption for WHT in claiming for exemption. (CC2)	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)
10	VAT 1 1. Describe the scope of VAT. 2. Identify taxable supply and non-taxable supply to apply the applicable VAT rate. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Section 3, Art 55-84
11	VAT 2 1. Identify taxable persons and explain their obligation to register for tax. 2. Describe the process of cancellation of VAT registration in accordance with tax rules. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
12	VAT 3 1. Describe the VAT registration process for investment enterprises. 2. Determine the time and place of supply rules to calculate the VAT to be paid. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999

13	VAT 4 1. Explain the time of supply of goods and services to determine the time to issue an invoice. 2. Discuss applicable VAT rates and tax bases to calculate tax payable properly. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
14	VAT 5 1. Define input and output taxes. 2. Discuss creditable input tax and non-creditable input tax for calculation of VAT payable. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
15	VAT 6 1. Explain mixed taxable and non-taxable supply input tax to determine allowable VAT input credits. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Order (Prakas) No. 288 dated 31 Mar 2000 on Credit for Using Telephone in Business. Order (Prakas) No.605 dated 01 Sep 2000 Value Added Tax on Electricity Power.
16	VAT 7 1. Discuss VAT refund procedures. 2. Explain the conditions of a tax invoice in order to claim VAT credits. 3. Explain the valuation of supplies and imports in order to calculate VAT on imports. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Order (Prakas) No.312 MEF.PK dated 19 March 2014 on the implementation VAT on import and supply of certain goods
17	VAT 8 1. Discuss VAT for real estate, free goods and international transport to apply VAT on invoices. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999 Sub-decree on Value Added Tax. Order (Prakas) No.1031 MEF VAT 24 Dec 1998 on Value Added Tax.
18	VAT 9 1. Discuss zero-rating of export of goods and services, VAT state charge and special treatment of VAT on transfer of a business. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Order (Prakas) No.312 MEF.PK dated 19 March 2014 on the implementation VAT on import and supply of certain goods
19	VAT 10 1. Explain the adjustment of VAT and VAT carried forward or refunds for a company and investment enterprise. (CC3)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999 Sub-decree on Value Added Tax.

20	Tax on Income 1 1. Discuss the scope of tax on income. 2. Explain residency, real regime, estimated regime to be taxed on income. 3. Explain QIP implications with regard to tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the tax on profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
21	Tax on Income 2 1. Explain tax rate, tax year, taxable profit/ incomes, deductible/non-deductible expense for basic calculation of tax on income. 2. Explain briefly on taxable income for petroleum and mineral resource operation. 3. Explain briefly on taxable income for NGOs and insurance companies. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
22	Tax on Income 3 1. Discuss deductible/non-deductible expenses. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
23	Tax on Income 4 1. Calculate the allowable charitable contribution, limitation of interest expense for a company including interest limitations for petroleum and mineral resource operations. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
24	Tax on Income 5 1. Identify non-deductible expenses, deductible but subject to limitation. 2. Explain the treatment of loss on a claim, provisions, prepaid expense and preliminary expense for calculation of tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
25	Tax on Income 6 1. Describe tax depreciation rules. 2. Explain taxation for leases and tax on the transfer of buildings for tax calculations. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
26	Tax on Income 7 1. Explain special depreciation (SD), carry forward of losses and foreign tax credits. 2. Explain the tax loss rules including rules for petroleum and mineral resource operations. 3. Explain WHT credit for deductions against the tax on income at the end of tax year. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.

27	Tax on Income 8 1. Explain capital vs. debt financing tax implications for companies and QIPs. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
28	Tax on Income 9 1. Carry out a comprehensive computation of tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
29	Tax on Income 10 1. Carry out a comprehensive computation of tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
30	Tax on Income 11 1. Carry out a comprehensive computation of tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
31	Tax on Income 12 1. Carry out a comprehensive computation of tax on income. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
32	Tax on Income 13 1. Carry out a comprehensive computation of tax on income with regard to taxation of dividends and transfer of shares. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
33	Tax on Income 14 1. Explain rules of capital gains and capital loss and deductible and non-deductible taxes for tax on income calculation. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.

34	Tax on Income 15 1. Explain rules of capital gains and capital loss and deductible and non-deductible taxes for tax on income calculation. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
35	Tax on Income 16 1. Explain rules of capital gains and capital loss and deductible and non-deductible taxes for tax on income calculation. (CC4)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 1, Provision for the Tax on Profit Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.
36	Prepayment of Profit tax 1. Explain and calculate the prepayment of income tax (PTOI) in accordance with cambodia tax rules. (CC5)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Article 28 (New) of Law on Taxation Order (Prakas) No.001 MEFTD dated 02 Jan 2001 on the payment of prepayment tax on profit. Order (Prakas) No.305 MEFPTD dated 23 April 2008 on the suspension of prepayment tax on profit for garments and shoes procedures for export Order (Prakas) No.988 MEFPPK dated 23 Nov 2011 delayed the suspension of prepayment tax on profit for garment and shoes procedure for export Order (Prakas) No.483 MEFPPK dated 29 May 2009
37	Public lighting tax 1. Explain and calculate the public lighting tax (PLT) in accordance with cambodian tax rules. (CC5)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i>
		Reading: Inter-ministries Order (Prakas) on management and collection of Public Lighting Tax No.583 MEFTDPK dated 30 July 1999 Notification Letter on management and collection of Public Lighting Tax No.004 MEF dated 09 January 2002

38	Specific tax on certain merchandise and services/excise tax 1. Explain and calculate the specific tax (SPT) on certain merchandise and services/excise tax in accordance with cambodian tax rules. (CC5)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 4, Art 85 Order (Prakas) No.341 dated 36 May 1997 on the specific tax (SPT) on certain merchandise and services Sub-decree No.24, 03/03/2006, the amendment SPT rate custom duty and SPT on telecom service Order (Prakas) No.114,19/02/2010 on the revised SPT rate for local beer procedures Order (Prakas) No.153, 15/02/2001, SPT On entertainment services Order (Prakas) No.1133 dated 25/12/2003, the guidance for implementation SPT
39	Accommodation tax 1. Explain and calculate the Accommodation Tax in accordance with Cambodia tax rules. (CC5)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Order (Prakas) 380 MEFTD dated 14 July 2005 on implementation of Accommodation Tax Order (Prakas) 601 MEFPK dated 23 Sep 2005 on the postponement of the implementation of Accommodation Tax
40	Immovable Property tax Explain and calculate the tax on immovable property in accordance with cambodian tax rules. (CC5)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: The Financial Act of 2010, Art 13-17 Order (Prakas) No.493-MEF, dated 19/07/2010 on the collection of Property Tax Order (Prakas) No.494-MEF, dated 19/07/2010 on the creation of a property valuation committee for the Property Tax Order (Prakas) No.371-MEF, dated 5/2011 on the basis for tax calculation of the immovable property
41	Obligation of Taxpayers 1 Explain the registration and monthly and annual tax filing in accordance with tax rules. (CK2)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 5, Provision on tax rules and procedures Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13

42	Obligation of Taxpayers 2 Describe bookkeeping required by tax rules. (CK2)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 5, Provision on tax rules and procedures Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13
43	Obligation of Taxpayers 3 Discuss the rights of taxpayers, powers of the tax authority and tax audit procedures for compliance with tax rules. (CK2, CIP1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 5, provision on tax rules and procedures Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13
44	Obligation of Taxpayers 4 Discuss penalties and the enforcement system of tax payments and dates and procedures for appeals and disputes with tax authority. (CK2, CIP1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: Law on Taxation, Chapter 5, provision on tax rules and procedures Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13
45	Tax Avoidance, Common Tax Issues, Errors, Disputes and Resolutions (1) 1. Discuss tax planning for commercial enterprises and QIPs. 2. Identify common issues, errors and disputes regarding tax on profit, tax on salary, withholding taxes, and documentation. (CK2, CIP1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: General Discussions
46	Tax Avoidance, Common Tax Issues, Errors, Disputes and Resolutions (2) 1. Discuss tax planning for commercial enterprises and for QIPs. 2. Identify common issues, errors and disputes regarding income tax, tax on salary, withholding taxes, and documentation. (CK2, CIP1)	<i>Lecture</i> <i>Discussion and question</i> <i>Assignment and Quiz</i> Reading: General Discussions
47	Review and Preparation for Final Exam (All CLOs)	<i>Lecture</i> <i>Discussion and question</i>
48	Review and Preparation for Final Exam (All CLOs)	<i>Lecture</i> <i>Discussion and question</i>
49	Review and Preparation for Final Exam (All CLOs)	<i>Lecture</i> <i>Discussion and question</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. VDB Loi Cambodia, Cambodian Tax Student Study Text, Up to December 2021

References

1. Law on Taxation (LOT) dated 24 February 1997.
2. Prakas 701 MEF. Prk on Tax Registration and Information Update of Taxpayers dated 14 August 2020 (Prakas 701).
3. Prakas 025 MEF. Prk on Reclassification of Taxpayers under Self-Declaration Regime dated 24 January 2018.
4. 2016 Financial Management Law dated 17 December 2015.
5. 2017 Financial Management Law, dated 15 December 2016
6. 2018 Financial Management Law dated 09 December 2017
7. 2019 Financial Management Law. dated 14 December 2018
8. 2020 Financial Management Law. dated 21 December 2019
9. Prakas on Tax on Salary dated 31 December 2003.
10. Sub Decree no. 09 SD.BK dated 13 February 2020 on annual income tax and monthly salary tax.
11. Circular 011 dated 6 October 2016 on the implementation of obligation to Withhold Tax on Fringe Benefits.
12. Prakas 098 MEF. Prk on Tax on Income dated 29 January 2020 (TOI Prakas), Articles 24 and 56.
13. Prakas No. 638 MEF. Prk on the criteria of improper accounting records and procedures for paying Minimum Tax dated 4 July 2017.
14. Sub-decree 114 ANKr.BK dated 24 December 1999 on VAT, decided by the RGC.
15. Instruction No. 1127 GDT dated 26 January 2016 on the use of invoices for taxpayers registered under the Self-Declaration Regime.
16. Instruction No. 21606 GDT dated 26 December 2016 on the use of invoices for taxpayers registered under the Self-Declaration Regime.
17. Prakas No. 270 MEF. PrK on Tax Audit dated 13 March 2019.
18. Prakas No. 098 MEF. PrK on Tax on Income dated 29 January 2020.

BANKING AND FINANCIAL INSTITUTIONS AND SERVICES

FINC 411

COURSE SPECIFICATION



Varabott Ho, MSc, MBA, CEFA

France

Associate Professor

1. AIM

The course will introduce a broad range of economic subjects including banking, financial intermediation, asset and liability management, financial decision making, financial markets and institutions, and accounting. This wide range of topics gives an in-depth understanding of the way that organizations and financial systems work.

2. COURSE DESCRIPTION

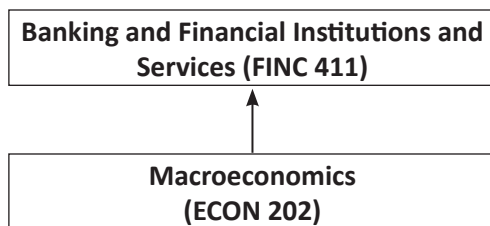
The course teaches the structure and function of financial institutions, the financial markets and institutions such as commercial banks and other financial institutions that play an important role in the development of the economy, and the main regulators of those institutions such as the Federal Reserve Bank, the European Central Bank, and the National Bank of Cambodia (NBC), and other regulators of the financial sectors.

In addition, this course also provides the students with the conceptual framework necessary to analyze and comprehend the current problems confronting managers in banking and other financial institutions. This course should be a step in developing students' ability to work within the financial sector, in addition to enabling them an increased appreciation on how the economy and the financial sector work.

Credits: 5

	<u>Hours</u>
Lecturer Hours :	75
Self-Study Hours :	
Reading :	50 (162 pages of technical reading)
Review :	50 (short case studies)
Assignment :	<u>50</u> (research, analysis, writing)
	150
Total Study Hours :	225

3. ROLE IN CURRICULUM



Prerequisites

Enrolling students must have passed Macroeconomics.

4. LEARNING OUTCOMES

Upon the completion of the course, the students should be able to display an understanding of the structure and function of Commercial Banks, the National Bank of Cambodia (NBC) and other financial institutions. This course should be a step in developing students' ability to work within the financial sector, in addition to enabling them an increased appreciation of how the economy and the financial sector work.

This course provides a synthesis of the financial theories and concepts learned in previous finance courses. It should provide a broad and specific analysis of banking and financial institutions domestically and globally.

The students will develop a quantitative and qualitative understanding of bank management and how decisions are made. The course will present the importance of ROE (return on equity), APY (average percentage yield), ICGR (internal capital growth rate) and other equations in determining the success of financial institutions.

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK4	CK1	Describe the different types and importance of the financial institutions and financial markets with more focus on banking and other financial institutions' risk management.
Understand	PK1	CK2	Explain the important roles of the regulators of banks and other financial institutions play that are necessary to protect the investors and depositors
Understand	PK1	CK3	Describe the computation of short-term and long-term interest rates, bond valuation and the overall structure of interest rates
Apply	PK1, PK4	CK4	Relate and interpret the economic and financial principles that help them to better understand the functioning of the financial sectors and the economy.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyse	PC2	CC1	Assess and analyze the importance and possible detriment of the regulatory environment provided by domestic and global governments.

Analyse	PC2	CC2	Evaluate, compare and examine the different types of organizations used in the banking and financial service industries and the competition that is involved.
Analyse	PC1	CC3	Examine and interpret in more detail how bankers and other financial institutions deal with and manage financial risk and how they manage them.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT1	CCIT1	Use Excel to conduct basic analysis of data for purposes of forecasting, simulation and scenario analysis and to Use spreadsheets to model business.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Analyse	PIP 1 , PIP 2 , PIP3	CIP1	Analyze, evaluate and implement qualitative and quantitative findings. Presentation with current available online technologies.

5. TEACHING METHODS

This course is primarily lecture based; assigned readings will support learning and serve as a reference to material covered in class. During class, approximately half of the class will be devoted to lecture with another half of the class for working on and reviewing the solutions to case studies and problem sets.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
• Participation	10%	All CK, CC1, CIP1	PCIT1, PIP1
In-class tests	20%	All CK, CC1, CIP1	PK1, PC2, PCIT1
Assignments	20%	Selected from CK, CC, CIP	PC1, PC2, PCIT1, PIP2, PIP3
Midterm exam	25%	All CK, CC	PK1, PC2, PCIT1
Final exam	25%	All CK, CC, CIP	PK1, PC2, PCIT1
Total grading score	100%		

Banking and Financial Institutions and Services

During the course there is one assignment. The Equity Portfolio Game will be recorded as in-class tests.

Financial Market Research Assignment

Work Group	: Group
Output format	: APA Format Report
Language	: English
Assignment	: The assignment topics are selected from the sections on money markets, bond and equity and derivative markets that have been recently introduced in Cambodia. In addition, the sections on risk management and how the Cambodian financial markets can be assimilated into the ASEAN and international markets.

7. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 45 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Overview of the Financial Markets and Financial Institutions 1. Discuss the role of financial system and the importance to individuals and the economy as a whole (CK1) 2. Identify the major risks that institutions must manage (CK1) 3. Discuss about the financial crises and the reasons why financial sector is so highly regulated (CK1) 4. Explain the role of the financial instruments (CK1)	<i>Lecture</i> <i>Videos</i> <i>Practices</i> Reading: Ch1
2	Project Assignment Overview 1. Build team (CK4) 2. Use the financial themes to elaborate the concept notes (CK4) 3. Use technology platform at CamEd (CK4)	<i>Lecture</i> <i>Assignment: Banking & Finance Research</i> Reading: Table of Contents
3	Economic Indicators 1. Explain the use of economic indicators (CK2) 2. Explain Monetary Policy versus fiscal policy tools (CK2) 3. Explain the impact on the interest rates (CK3) 4. Explain how economists forecast (CK3)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch4
4	The Federal Reserve and Banking 1. Explain primary responsibilities of Central Banks (CK2) 2. Explain Monetary Policy and various policy tools (CK2) 3. Discuss the role of the NBC in Cambodia (CK2)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch2&3
5	Project Assignment 1 (Macroeconomics) (CIP1)	<i>Team Assignment</i> <i>Ex: Central Bank, Economists, Sosoro</i>

6	Interest Rates 1. Explain the time value of money and its application in bond pricing (CK3) 2. Explain the measures of the risks (CK3) 3. Explain the meaning and measures of the default risks risk premium (CK3) 4. Describe how yield variation and impact (CK3, CCIT1) 5. Calculate risk & return, volatility (CK3, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch5, Ch6
7	Bond Markets 1 1. Explain the economic role of the bond versus money market (CK4) 2. Identify the various bond market instruments (CK4) 3. Explain the measures of the yield and analyse the bond performance (CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch8
8	Bond Markets 2 1. Calculate the various bond instruments pricing (CK4) 2. Calculate the macaulay and modified duration (CK4) 3. Describe how investors manage interest rate risk (CK3) 4. Calculate risk & return, volatility (CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch8
9	Bond Market 3 1. Calculate the convertible bond pricing (CK4, CCIT1) 2. Basic Bond Portfolios Strategies (CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch8 <i>Team Quizz</i>
10	Project Assignment 2 (Bond Market) (CIP1)	<i>Team Assignment</i> <i>Ex: Bond Issue in Cambodia</i>
11	Project Assignment 3 (Bond Market) (CIP1)	<i>Team Assignment</i> <i>Ex: Bond Issue in Cambodia</i>
12	Money Markets 1. Explain the economic role of the money market (CK4) 2. Identify the money markets instruments (CK4) 3. Calculate the interest rate of the money market instruments (CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch7
13	Project Assignment 4 (Money Market) (CIP1)	<i>Team Assignment</i> <i>Ex: CD, Liquidity, Treasury Management</i>
14	Equity Markets 1 1. Explain the economic role of the equity market versus fixed income market in Cambodia (CK4) 2. Describe the basics of equity valuation (CK4, CCIT1) 3. Update and discuss the equity portfolio management & IPOs (CK4)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch10
15	Equity Markets 2 1. Explain and calculate the short selling (CK4) 2. Explain and calculate the margin call (CK4) 3. Equity Investments Practices (CK4)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch10 <i>Quizz</i>
16	Project Assignment 5 (Equity) (CIP1)	<i>Team Assignment</i> <i>Ex: IPO, Underwriting, CSX, SECC</i>

17	Project Assignment 6 (Equity) (CIP1)	<i>Team Assignment</i> <i>Ex: IPO, Underwriting, CSX, SECC</i>
18	Derivatives Markets 1 1. Explain the fundamental characteristics of futures and options (CK4,) 2. Describe the advantages and the disadvantages of each markets (CK4)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch11
19	Derivatives Markets 2 1. Explain the basic difference of futures, options (CK4) 2. Calculate basic gain and losses of futures and options (CK4, CCIT1) 3. Design gain and losses diagrams (CK4, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch11
20	Derivatives Markets 3 1. Calculate gain and losses for each (CK4, CCIT1) 2. Case study: Disney (CK4, CCIT1) 3. Introduction to Option Strategies (CK4, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> <i>Team Quizz</i> Reading: Ch11
21	Project Assignment 7 (Derivatives) (CIP1)	<i>Team Assignment</i> <i>Ex: CDX Visit, SECC</i>
22	Reviews (MidTerm)	<i>Lecture</i> <i>Exercises Practices</i> <i>Review for Finals</i>
23	Commercial Banks 1. Explain how banks work (CC1) 2. Discuss the development and recent trends (CC1) 3. Explain how banks make lending decisions and how they price their loans (CC1) 4. Calculate different types of loans (CC1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch13,14,15
24	Commercial Banks 1. Discuss on the regulation in the Cambodian market (CC2) 2. Discuss the regulation on consumer protection and responsibility of banks (CK4) 3. Calculate different types of loans (CC1)	<i>Lecture</i> <i>Exercises Practices/ Quizz</i> Reading: Ch13,14 Reading: Ch15
25	Project Assignment 8 (Bank 1)	<i>Team Assignment</i> <i>Ex: Banks</i>
26	Project Assignment 9 (Bank 2)	<i>Team Assignment</i> <i>Ex: Banks</i>
27	Commercial Bank Operations: Case of Cambodia 1. Explain the characteristics the Cambodia market (CC1) 2. Discuss the development and recent trends in the banking industry (CC1) 3. Explain the characteristics of the payment system in Cambodia (CC1) 4. Fintech in Cambodia	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch13, 14,15
28	Project Assignment 10 (Fintech 1) (CIP1)	<i>Team Assignment</i> <i>Ex: Fintech</i>
29	Project Assignment 11 (Fintech 2) (CIP1)	<i>Team Assignment</i> <i>Ex: Fintech</i>

30	International Banking 1. Discuss the reasons why banks are regulated (CC1) 2. Explain the international regulation of foreign banking activities (CC1) 3. Explain the risks involved in international lending (CC1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch14
31	Project Assignment 12 (International Bank)	<i>Team Assignment</i> <i>Ex: ADB, World Bank</i>
32	Financial Institutions: Micro-Finance Institutions in Cambodia 1. Explain the characteristics the savings institutions, the other finance companies such as microfinance (CC2) 2. Discuss on the roles of MFI in Cambodia (CC2)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch13, 15,16
33	Project Assignment 13 (MFI) (CIP1)	<i>Team Assignment</i> <i>Ex: MFI</i>
34	Project Assignment 14 (MFI) (CIP1)	<i>Team Assignment</i> <i>Ex: MFI</i>
35	Financial Institutions: Insurance Companies and Pension Funds 1. Explain the characteristics of life and non-life insurance (CC1) 2. Explain how does a life insurance company work (CC1) 3. Explain the role of insurance and pension funds (CC2)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch17
36	Financial Institutions: Insurance Companies and Pension Funds 1. Discuss on major products marketed in the Cambodian market (CC1) 2. Discuss about NSSF and retirement scheme in Cambodia (CC1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch17
37	Project Assignment 15 (Insurance 1) (CIP1)	<i>Team Assignment</i> <i>Ex:</i>
38	Project Assignment 16 (Insurance 2) (CIP1)	<i>Team Assignment</i> <i>Ex:</i>
39	Investment Banking 1. Explain the core business activities of investment banks (CC2) 2. Discuss on the regulation in the industry (CC2) 3. Discuss on the roles of the underwriters in Cambodia (CC2)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch18
40	Project Assignment 17 (Underwriter) (CIP1)	<i>Team Assignment</i> <i>Ex: Yuanta, SBI Royal</i>
41	Investment Companies 1. Describe what traditional and alternative investments funds do, and specifically about the recent trends in Cambodia (CC2) 2. Discuss on private equity and venture capital in Cambodia (CC2)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch19
42	Project Assignment 18 (Investment Fund) (CIP1)	<i>Team Assignment</i> <i>Ex:BRC, Obor, EMIA</i>

43	Asset Management 1 1. Describe relationship between return and risk (CC3) 2. Explain portfolio diversification (CC3, CCIT1) 3. Calculate Specific and Systematic Risks (CC3,CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch19
44	Asset management 2 1. Describe types of investment portfolios (CC3) 2. Discuss optimal risk return portfolio (CC3,CCIT1) 3. Recommend Optimal Asset Allocation (CC3, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch19
45	Asset management 3 1. Optimise Asset Allocation (CC3)	<i>Team Quizz</i>
46	Other Financial Institutions in Cambodia HP, Leasing, Finance Lease, Others (CC3, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i>
47	Project Assignment 19 (Leasing) (CIP1)	<i>Team Assignment</i> <i>Ex:</i>
48	Risk Management in Financial Institutions 1. Describe what types of risks the banks are involved (CC3) 2. Discuss on liquidity risk, financial risk, operational risk, credit risk (CC3) 3. Calculate Value at Risk (CC3, CCIT1)	<i>Lecture</i> <i>Exercises Practices</i> Reading: Ch20
49	Project Assignment 20 (Risk Management) (CIP1)	<i>Team Assignment</i> <i>Ex: Banks RM</i>
50	Reviews (Finals)	<i>Lecture</i> <i>Exercises Practices</i> <i>Review for Finals</i>
Total Hours: 75 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Kidwell, Blackwell, Whidbee, and Sias (2017), Financial Institutions, Markets, and Money, New York, Wiley Publisher.

References

1. National Bank of Cambodia: NBC annual and quarterly reports, Statistics, etc.
2. Financial Institutions in the ASEAN countries' publications

TEAM PSYCHOLOGY

PSYC 411

COURSE SPECIFICATION



Adriann (Daan) Cornet, MSc

Netherlands

Assistant Professor

1. AIM

This course aims to develop knowledge about group dynamics and skills in interpersonal behaviour and communication by analysing potential problems in team processes and reflecting on own interpersonal behavioural tendencies in order to be able to create and maintain a professional working environment.

Soft skills such as communication, teamwork and conflict resolution are an essential part of a successful business and being a professional. Soft skills are detrimental for an efficient output from employees and improves leadership abilities such as negotiating, motivating and empathy. This makes it an essential skill for our graduates where they need to have clear insights in their own behaviour and the theories of group dynamics in order to maintain and influence professional relationships, create efficient team processes and successfully manage teams.

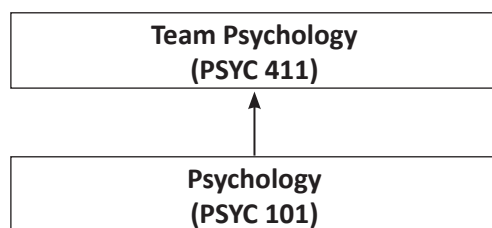
2. COURSE DESCRIPTION

This course focuses on group dynamics, interpersonal behaviour and communication by using theories of social psychology, team roles according to the theory of Belbin, and active listening techniques.

Credits: 1

	<u>Hours</u>
Lecturer Hours :	15
Self-Study Hours :	
Reading :	5 (Text-book Group Dynamics for teams)
Review :	15 (Both individual and group practices)
Assignment :	<u>15</u> (Self-analysis, writing, analyzing team compositions)
Total Study Hours :	50

3. ROLE IN CURRICULUM



Prerequisites

Students should have successfully finished Psychology before entering the course Team Psychology.

4. LEARNING OUTCOMES

The learning outcomes of this course focuses on three main area's: Group Dynamics, Interpersonal behaviour and communication. On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Discuss "successfulness" in the context of team-work.
Understand	PK1	CK2	Explain key areas of influence on teams being successful.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC2	CC1	Apply theories of social influence and group dynamics in the context of teamwork
Apply	PC2	CC2	Apply interventions in the team processes according to discussed factors of social influence and group dynamics.
Create	PC2	CC3	Develop ways to reduce common team decision making fallacies
Apply	PC2	CC4	Apply theories of motivation and rewards in managing teams

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT4	CCIT1	Report self-reflective information in a professional manner.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PIP2	CIP1	Reflect on your own interpersonal behaviour in teams and be able to adjust this behaviour as needed.
Apply	PIP2	CIP2	Use active listening as a way to prevent miscommunication and strengthen the team process.

5. TEACHING METHODS

This course is primarily lecture based. Assigned readings will support topics covered in class and a workbook will further support learning. Lectures will have an emphasis on interactive group practices where around half of the lecture will be lecture based and the other half will focus on class assignments, group discussions and practising with soft skills.

During the term there will be one assignment.

For this assignment students have to reflect on their own interpersonal behaviour and put this in context of group dynamics. The assignment will be an essay describing own team role preference according to the theory of Belbin and an analysis of the potential strengths and challenges this can give in teams when taking group dynamics into account.

6. ASSESSMENT AND GRADING

Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Participation	25%	CK1, CK2, CC1, CC2, CC3, CC4, CIP1, CIP2	PK1, PC2, PIP2
In-class tests	20%	CK1, CK2, CC1, CC2, CC3, CC4	PK1, PC2
Assignments	30%	CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	PK1, PC2, PCIT4, PIP2
Final exam	25%	CK1, CK2, CC1, CC2, CC3, CC4	PK1, PC2
Total grading score	100%		

7. STUDY PLAN

The course targets the 10 lessons in the study plan below. Each lesson is 1.5 class hours each; there are a total of 15 class hours. The study plan below describes the learning outcome for each lesson, described in terms of what the student should be able to do at the end of the lesson. Readings should be done by students as preparation before the start of each class. Implementation of this study plan may vary somewhat depending on the progress and needs of students.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course introduction Group Dynamics: Team success 1. Identify key factors to team success (CK1)	Lecture Kahoot Group Discussion Reading: pp 4 - 41
2	Group Dynamics: Basic processes 1. Describe basic processes in groups according to social psychology and group dynamics. (CK1, CK2)	Lecture Group Discussion Video Demonstration 'Google' Reading: pp 63 - 83
3	Group Dynamics: Roles and Diversity 1. Identify different group roles and the need of diversity (CK1, CK2, CIP1)	Lecture Group Discussion Video demonstration 'Team roles' Reading: pp 257 - 279

4	Group Dynamics: Decision making 1. Analyze fallacies in decision making and apply correct decision making strategies (CK2, CC2, CC3)	<i>Lecture</i> <i>Demonstration Decision making</i> <i>Group Discussion</i> Reading: pp 177 - 197
5	Group Dynamics: Motivation and Rewards 1. Evaluate group motivation and being able to enhance motivation by using rewards (CK2, CC4)	<i>Lecture</i> <i>Review test</i> Reading: pp 327 - 349
6	Group Dynamics: Managing conflicts 1. Identify conflicts and apply conflict solving strategies accordingly (CK2, CC1, CC2, CIP1)	<i>Lecture</i> <i>Group Discussion</i> Reading: pp 135 - 155
7	Group Dynamics: Influence by communication 1. Identify and analyze influences on group dynamics (CK2, CC2, CIP1)	<i>Lecture</i> <i>Group problem: 'Assertiveness'</i> Reading: pp 155 - 177
8	Communication: Active Listening - non verbal communication 1. Describe the effect of non verbal communication and apply non verbal communication accordingly (CK2, CC1, CC2, CIP1, CIP2) Communication: Active Listening - Questions 2. Illustrate the use of different types of questions and their effects. (CK2, CC1, CC2, CIP1, CIP2)	<i>Lecture</i> <i>Video demonstration</i> <i>Role play: Questions</i> <i>Group Discussion</i> <i>Review test</i>
9	Communication: Active Listening - Preventing miscommunication 1. Identify miscommunication 2. Prevent miscommunication by using active listening (CK2, CC1, CC2, CIP1, CIP2)	<i>Lecture</i> <i>Video demonstration</i> <i>Role play: Miscommunication</i> <i>Group Discussion</i>
10	Review	<i>Lecture</i> <i>Review test</i> <i>Kahoot</i>
Total Hours: 15 hours		

8. TEXTBOOKS AND REFERENCES

Textbooks

1. Levi, Daniel, Group Dynamics for Teams, 5th Edition, Sage Publications, London, 2016.

References

1. Gleitman, Henry, et al, Psychology, 8th Edition, W.W. Norton & Company, New York, 2011.
2. Goleman, Daniel, Working with Emotional Intelligence, New York, 1998.

WORK PLACEMENT COURSE SPECIFICATION

1. AIM

This course aims to develop practical knowledge, skills and attitude of the students and to strengthen their positions in relevant industries. The students will have opportunities to apply the knowledge and theories acquired at school into a real business setting. Through those opportunities the students can explore their interests in the respective fields of accounting and finance and be familiarized with the working norms, rules and regulations governed by the industry as well as building professional business networking. The course highlights the importance of students' self-preparation for the future career and helps them to be well-trained candidates when they graduate as well as identify the key success factors in the future accounting and finance career.

2. COURSE DESCRIPTION

To achieve the aims above, this course covers a number of tasks that are divided into two parts. The first part is the professional orientation which focuses on gaining a clear understanding of the work environment of the prospective employers in particular and of the job markets in general. After passing this part, the students will be placed at the selected employers where they will apply their acquired knowledge, skills and attitude in the real work environment. It is important for the students to comply with the hosting organization's requirements, to meet the CamEd's Performance Objectives (POs) and to keep track of their training progression throughout the work placement period.

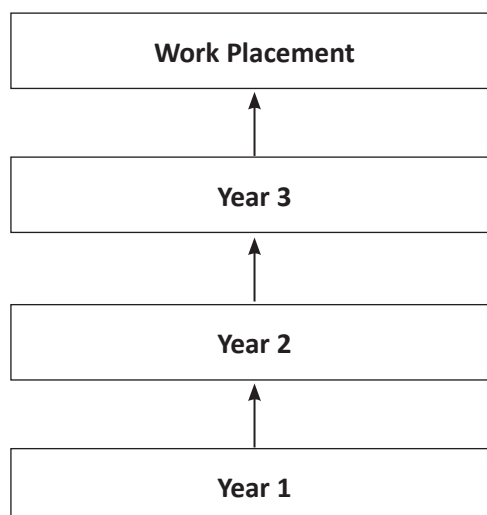
Students who are already working can request for recognition of their work. In this case, they students must submit assessments as indicated in the assessment scheme.

The students who do not want to take the work placement can opt for either Banking and Finance Institutions and Services or Valuation and Investment which also has 5 credits.

Credits: 5

- 1 credit hour for the field work placement : 45 hours
- Total Credit Hours : 225 hours
- Period of work placement : 2-6 months

3. ROLE IN CURRICULUM



Prerequisites

To qualify for the work placement, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA).

Students must have completed Business Ethics, Financial Accounting 1, and two of the following: Financial Accounting 2, Finance 1, Audit Theory and Practice, Cambodian Business Law, IFRS for SMEs, Accounting Information Systems, or Accounting Software.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Describe the business environment of the employer in which they will be working during the work placement.

4.2. COGNITIVE SKILLS

Cognitive skills learning outcomes are determined by the nature of the work placement according to whether the student is working in audit and assurance, accounting, taxation, or advisory/finance

Level of Learning	PLO	CLO	Learning Outcome
Audit and Assurance			
Apply	PC2	CC1	Comply with all the hosting organization's requirements with confidence.
Apply	PC2	CC2	Apply the knowledge and skills in accounting and finance to meet all the preset performance objectives.
Accounting			
Apply	PC7	CC3	Comply with all the hosting organization's requirements with confidence.
Apply	PC7	CC4	Apply the knowledge and skills in accounting and finance to meet all the preset performance objectives.
Taxation			
Apply	PC4	CC5	Comply with all the hosting organization's requirements with confidence.
Apply	PC4	CC6	Apply the knowledge and skills in accounting and finance to meet all the preset performance objectives.
Advisory/Finance			
Apply	PC1, PC3	CC7	Comply with all the hosting organization's requirements with confidence.
Apply	PC1, PC3	CC8	Apply the knowledge and skills in accounting and finance to meet all the preset performance objectives.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use the accounting software and applications in their work placement effectively.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Organize	PIP2 PIP3	CIP1	Adapt to the new working conditions of the hosting organization to work effectively in a team.
Characterize	PIP2 PIP3	CIP2	Perform their assigned tasks responsibly in respect to their role and job description.

5. TEACHING METHODS

This course is primarily an experience-based course. An orientation will be conducted at the beginning of the course to ensure that the students will gain a clear understanding of the work environment in the hosting organization and some basic skills for performing their work effectively during the placement. A variety of methods will be employed to encourage student engagements in all activities. Some important methods include, but are not limited to, presentation, information gathering, group discussions, case studies, business writing, self-reflection, peer consultation, etc.

6. ASSESSMENT AND GRADING

In order to successfully complete the course, students are required to complete all the assessment criteria. Grades will be determined based on a grading score, calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Completion of CamEd's Performance Objectives	20%	CK1, CC1, CIP3	PK1, PIP1, PC1, PC2 PC3, PC4, PC6, PC7.
Supervisor Assessment (2) (https://forms.gle/breu2g9EJF-4shjCS9)	30%	CCIT1, CK1, CC1, CIP1, CIP2	PCIT2, PK1, PIP1, PC1, PC2, PC3, PC4, PC6, PC7
Peer Assessment (2) (https://forms.gle/jKc4A62NobzbX-Hak9)	20%	CIP1, CIP2, CC1, PC1, PC3, PC4, PC6.	PCIT2, PK1, PIP1, PC1, PC2, PC3, PC4, PC6, PC7
Practical Experience Report	30%	CK1, CK2, CC1, CIP1, CIP2	PK4, PK1, PC1, PC2 PC3, PC4, PC6, PC7 PIP2
Total grading score	100%	ALL	

Performance Objectives

Students are required to achieve five performance objectives in total including the all four of interpersonal quality and any one of core skills performance objectives in various fields they are being trained.

Students may achieve each performance objectives by involving in parts of suggested activities or similar other activities which are related to the performance objectives by providing the explanation

in the practical experience report.

The performance objectives are set out in interpersonal quality and core skills as in the appendix 1.

To provide evidence of achieving performance objectives, students are required to request a confirmation letter from their supervisor with attachment of the performance objectives that they have achieved during the job training.

Personal Experience Report

- Work Group : Individual
- Output format : Professional Format
- Language : English
- Assignment : Students will be required to produce a summarized report reflecting the experience obtained from the job training that satisfies the required performance objectives. As their training progresses, students should keep track of their experiences. At the end of the training, students will be required to :

write a report summarizing the experience in their own words (700 - 1500 words). The report should be clear and truthfully reflect the experience with supporting evidence and examples provided. Part of the report should explain the business environment including norms and regulation that govern the industry as well as identifying the areas for self further improvement.

7. STUDY PLAN

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Orientation 1. Introduce the course aims, descriptions and criteria. 2. Explain the performance objectives to be achieved during the job training. 3. Explain the practical experience report 4. Guide the students in searching for relevant information about jobs and prospective organizations.	<i>Lecture</i> <i>Question and Answer</i>
2-9	On Job training	<i>Apply knowledge</i>

8. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rule-book.html>

ACCA performance objectives

1. <https://www.accaglobal.com/vn/en/student/practical-experience-per/performance-objectives.html>

ACCA performance objectives

1. <https://www.cpaaustralia.com.au/cpa-program/cpa-program-candidates/your-experience/skills-list>

APPENDIX 1

Interpersonal Quality

These are important elements of the interpersonal quality that students must achieve all of the performance objectives. They are required to maintain the professional code of ethics, improve their communication skills and establish business connections with their colleagues as well as to take initiative as a leader while on the job training.

Performance Objectives	Suggested Activities
Maintain professional code of ethics	- Maintain the code of ethics according to ACCA while performing the work training.(ACCA code of conducts)
Develop professional business connections	- Engage actively in team activities - Establish business contact - Modify own behaviour to recognise the differences.
Communicate in a professional business manner	- Participate in team meeting - Contribute/Present knowledge and idea to the team - Ask/provide assistant to the team - Show empathy and cultural awareness in all communication. - Write a report/email to communicate matters with relevant stakeholders.
Apply leadership and self development	- Participate in on and off work trainings - Take part in business events for the opportunity to update your knowledge and skills to meet the expectation of your roles. - Show your initiation in problem solving - Plan for improvement of work/ career - Ask for feedback from supervisors and peers.

CORE SKILLS

Financial Accounting

These performance objectives are in the field of financial accounting where the activities are related to the daily tasks of the accountant. Students will be performing the recording, processing and reporting the transactions and events by applying the relevant international financial reporting standards (IFRS). Those also include maintaining the accuracy of the data input and reconciling the accounting information for financial reporting.

Performance objectives	Suggested Activities
Record and process transactions and events	- Use accounting software and application to record and process financial data. - Apply accounting standards when recording assets, liabilities and expenses.
Maintain the accuracy of data input for financial reporting purposes	- Verify the data input before entering into the accounting system. - Use accounting software and application to test and adjust for the error of financial data. - Assist in verifying the financial data for preparing financial statements
Reconcile the financial data	- Perform the reconciliation of accounts/data.

Financial management

In this category, students are working on identifying various financial sources and its associated risks to the entity including working capital. They may also perform a cash flow forecast and manage the cash surplus which allows the entity the opportunity to look for investment in order to meet the financial objectives. They could also work in managing the investment portfolio that allows the entity to grow their capital gains.

Performance Objectives	Suggested Activities
Manage working capital	- Assist in managing the working capital - Assist in estimate the cash and working capital - Assist in manage entity's cash flows - Comply with entity's control over working capital management
Perform cash flow forecast	- Assist in setting up the entity's cash flow forecast.
Identify Source of finance	- Assist in identifying sources of finance. - Assist in identifying finance risks related to sources of finance.
Manage financial risk	- Assist in assessing the financial risks associated with the institution. - Contribute to reduce the financial risks. - Assist in managing the financial risks
Manage entity investment portfolio	- Assist in overseeing the daily management of cash and debt. - Assist in implementing cash management. - Assist in reviewing the optimal cash surplus to enable the opportunity for investment. - Assist in planning and managing currencies risk. - Assist in managing the entity's investment portfolio.

Management Accounting

This involves students applying the management accounting techniques in cost planning, budgeting and monitoring performance as well as to recommend an improvement to the management accounting system of the entity.

Performance Objectives	Suggested Activities
Apply cost accounting techniques	- Assist in create, and review cost accounting techniques for the organisation. - Assist in preparing cost accounting report for management - Contribute to improving management accounting systems.
Plan for budget and control performance	- Contribute to establish objectives and control for business activities. - Contribute to meeting, present, and communicate the plan. - Assist in selecting methods used to prepare the budget plan. - Contribute to improve business performance.
Measure and control operation performance	- Assist in identifying factors affecting organisational performance. - Assist in computing the performance measurement. - Contribute to design and implement the control of the entity. - Assist in reporting information for management to make decisions. - Assist in identifying performance indicators. - Contribute to improve system

Taxation

Students will be involved in planning the tax assessments and computing the relevant tax liabilities in accordance with the taxation laws and regulations. They could represent the business to prepare and file the tax return as well as advise the business on the tax planning.

Performance objectives	Suggested Activities
Involve in tax planning	- Attend the meeting to understand the matter related to the clients and where possible provide tax advice. - Attend on-job training sessions on taxation. - Assist the partner, manager in planning for tax assessment. - Contribute in planning for tax strategy. - Contribute to ensure the timing of the report is met.
Assist in tax computations and assessments	- Assist in extracting the financial data to compute the relevant tax liabilities. - Apply taxation law and regulation while computing the relevant tax liabilities. - Assist in writing the report. - Assist in providing tax advice.

Prepare for tax compliance and representation	- Prepare and file a tax return for the entity or client. - Assist in identifying matters affecting the tax compliance of the entity. - Correspond to negotiate with tax authorities regarding the tax matters. - Assisting in writing an official letter or report to external or internal parties.
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Audit

This involves students in the process of planning for the audit, assessing the level of audit risks and using the audit procedures to conduct the audit in accordance with international standards on auditing (ISA). Students will be also asked to assist in reviewing and evaluating the audit evidence to ensure it is sufficient and appropriate and assist in drafting the audit report and letter to management.

Performance objectives	Suggested Activities
Plan an audit and assurance process	- Identify the ethical threats and requirements at the start of the audit engagement. - Coordinate with the audit team in preparing audit engagements. - Assess the level of risk of material misstatements to determine the audit approach.
	- Assist in designing the audit program to meet the objective of the audit engagement. - Attend the audit briefing on the audit plan and related matters. - Coordinate with the team in designing the internal/ external audit plan.
Perform the audit	- Performing the audit according to the audit plan under supervision. - Carry out audit procedures to obtain sufficient appropriate audit evidence. - Document the internal control system using various methods. - Maintain professional scepticism and judgement throughout the audit.
Evaluate the audit evidence	- Assist in reviewing the working papers of the audit team members. - Attend the meeting with audit team members for the updated information on the audit. - Assist in assessing the sufficiency and appropriateness of audit evidence. - Assist in identifying the matters for the audit partner to consider before forming an audit opinion.
Draft audit opinion	- Contribute in identifying and resolving audit issues - Assist in drafting the audit reports accordingly to the relevant auditing standards. - Assist in drafting reports to the management on the significant control deficiencies and key audit matters if there are.

Business Advisory and Consultancy

These are other fields of accounting work that students may be working in. Those tasks are to assess the entity performance and risks related to the business and its environments and advise the business to improve its performance and compliance with laws and regulations. They may be asked to maintain the business relationships with the clients to enable business opportunities.

Performance objectives	Suggested Activities
Assess entity performance	- Assist in identifying risks associated with the business operations. - Assist in improving the understanding of the client business by using financial and non-financial information. - Contribute in assessing the performance of the business. - Contribute in drafting the report about the assessments.
Perform Advisory	- Assist in advising the entity of appropriate actions to enable better operational performance.
Maintain Business Relationship	- Maintain the relationship with the clients to create additional values and to achieve business objectives.
Assess for Compliance	- Assist in arranging credit applications and paperworks for the clients. - Contribute in reporting the progress of the project to be in line with the original plan. - Assist in reviewing the entity's compliance with the laws and regulations. - Assist in writing a report to management or clients.

WORK PLACEMENT - AUDIT

ACCT 451

COURSE SPECIFICATION

1. AIM

This course aims to develop practical knowledge, skills and attitude of the students and to strengthen their positions in relevant industries. The students will apply the knowledge and theories acquired in previous coursework in a real business setting. Through this opportunity the students can explore their interests in the audit field and be familiar with the working norms, rules and regulations governing the industry as well as build a professional business network. The course emphasizes students' preparation for their future careers and helps them to be well-trained candidates when they graduate. At the end of the work placement, the students will be deeply familiar with the key factors for success in an audit career.

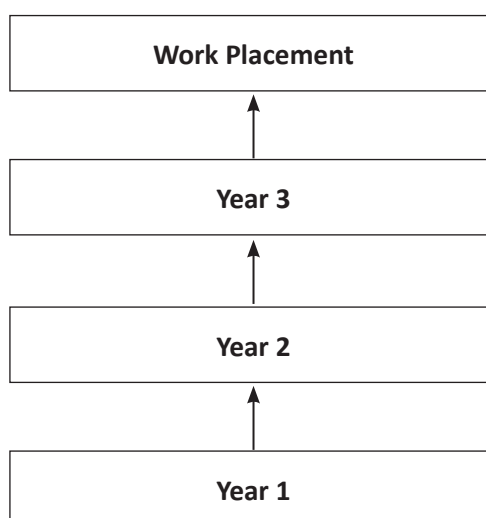
2. COURSE DESCRIPTION

To achieve the aims above, this course covers a number of tasks that are divided into two parts. The first part is the professional orientation which focuses on gaining a clear understanding of the work environment of the prospective employers and of the job markets in general. After this, the students will be placed at the selected employers where they will apply their acquired knowledge, skills and attitude in a real work environment. It is important for the students to comply with the hosting organization's requirements, to meet the CamEd's Performance Objectives (POs) and to keep track of their training progression throughout the work placement period.

Credits: 5

- 1 credit hour for the field work placement : 90 hours
- Total Credit Hours : 450 hours
- Period of work placement : 3-6 months

3. ROLE IN CURRICULUM



Prerequisites

To qualify for the work placement, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or approved employer conducted orientation.

Students must have completed Business Ethics, Financial Accounting 1, Financial Accounting 2, Management Accounting 1, and Audit Theory and Practice.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK5	CK1	Identify the ethical requirements of an audit engagement.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Evaluate	PC2	CC1	Evaluate the levels of risk associated with clients in designing the audit program in accordance with International Standards on Auditing (ISAs).
Apply	PC2	CC2	Carry out audit procedures to obtain sufficient appropriate audit evidence in accordance with International Standards on Auditing (ISAs).
Apply	PC2	CC3	Prepare audit documentation in accordance with International Standards on Auditing (ISAs).

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Use Computer Assisted Audit Techniques (CAATs) in the context of audit.
Understand	PCIT4	CCIT2	Discuss the audit findings with management and/or those charged with governance.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively with engagement team members and client representatives to achieve the audit objectives.

5. TEACHING METHODS

This course is primarily an experience-based course. An orientation will be conducted at the beginning of the course to ensure that the students will gain a clear understanding of the work environment in the hosting organization and some basic skills for performing their work effectively during the placement. A variety of methods will be employed to encourage and assess student achievement on course learning outcomes. Some methods include, but are not limited to, presentation, interview and written reports, group discussions, business writing, self-reflection, and peer consultation.

6. ASSESSMENT AND GRADING

In order to successfully complete the course, students are required to complete all the assessment below. Grades will be calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Mentor Meetings (5x)	10%	CK1, CIP1	PK5, PIP1
Supervisor Assessment of Performance Objectives (https://forms.gle/breu2g9EJF4shjCS9)	35%	CK1, CC1, CC2, CC3, CCIT1, CCIT2, CIP1	PK5, PC2, PCIT2, PCIT4, PIP1.
Peer Assessment of Performance Objectives (https://forms.gle/jKc4A62NobzbXHak9)	20%	CK1, CC1, CC2, CC3, CCIT1, CCIT2, CIP1	PK5, PC2, PCIT2, PCIT4, PIP1.
Practical Experience Report	35%	CK1, CC1, CC2, CC3, CCIT1, CCIT2, CIP1	PK5, PC2, PCIT2, PCIT4, PIP1.
Total grading score	100%		

Performance Objectives

Students are required to achieve four performance objectives in total including all three of interpersonal qualities and the core skills of performance objectives in audit.

Students may achieve each performance objective by participating in suggested activities or similar other activities related to the performance objectives by providing an explanation in the practical experience report.

The performance objectives are set out in interpersonal qualities and core skills as in the appendix 1.

To provide evidence of achieving performance objectives, students are required to request a confirmation letter from their supervisor with attachment of the performance objectives that they have achieved during the job training.

Personal Experience Report

- Work Group : Individual
- Output format : Performance Objective Matrix
- Language : English
- Report : Students will be required to produce a summarized report reflecting the experience obtained from the job training that satisfies the required performance objectives. As their training progresses, students should keep track of their experiences. At the end of the training, students will be required to write a report summarizing the experience in their own words in a performance objective matrix. The report should be clear and truthfully reflect the experience with examples provided.

7. STUDY PLAN

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Orientation 1. Introduce the course aims, descriptions and criteria. 2. Explain the performance objectives to be achieved during the job training. 3. Explain the practical experience report 4. Guide the students in searching for relevant information about jobs and prospective organizations.	<i>Lecture</i> <i>Question and Answer</i>
2-18	On Job training (All CLOs)	<i>Apply knowledge</i>

8. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rule-book.html>

ACCA performance objectives

1. <https://www.accaglobal.com/vn/en/student/practical-experience-per/performance-objectives.html>

APPENDIX 1 - PERFORMANCE OBJECTIVES

Interpersonal Quality

These are the important elements of interpersonal qualities that students must achieve. They are required to maintain the professional code of ethics, develop productive business relationships with stakeholders and take initiative as a leader during work.

Performance Objectives	Suggested Activities
Maintain professional code of ethics	- Act diligently and honestly, following codes of conduct, taking into account and keeping up-to-date with legislation. - Act with integrity, objectivity, professional competence and due care and confidentiality. You should raise concerns about non-compliance. - Develop a commitment to your personal and professional knowledge and development. You should become a life-long learner and continuous improver, seeking feedback and reflecting on your contribution and skills.
Develop professional business connections	- Display sensitivity, empathy and cultural awareness in all your communications. This allows you to establish trust and credibility with a range of stakeholders and gain their confidence. - Use a range of mediums and make appropriate use of digital technology to communicate clearly, concisely and persuasively in formal and informal situations. - Develop and build effective and ethical professional relationships and networks using face to face and digital technology.
Apply leadership and self development	- Show initiative with your team – working towards organisational goals, collaborating with and supporting others. - Manage time and tasks effectively to meet business needs and professional commitments. You are capable of working under pressure. - You negotiate effectively and can justify solutions logically and persuasively to colleagues and clients.

CORE SKILLS

Audit

This involves students in the process of planning for the audit, assessing the level of audit risks and using the audit procedures to conduct the audit in accordance with international standards on auditing (ISA). Students will be also asked to assist in reviewing and evaluating the audit evidence to ensure it is sufficient and appropriate and assist in drafting the audit report and letter to management.

Performance objectives	Elements
Prepare and plan for an audit and assurance process	- Become familiar with the scope and services to be provided. - Identify the ethical threats and requirements at the start of the audit engagement. - Use up-to-date auditing standards and legal and ethical frameworks. - Evaluate risk in an organisation's internal control structure and make any necessary changes to the audit programme/plan of work. - Assist in designing the audit program to meet the objective of the audit engagement.
Collect and Evaluate the audit evidence	- Coordinate the engagement to make sure you get results. - Carry out and document compliance, substantive tests and other audit or assurance work using appropriate technology to assist the audit and assurance procedures. - Evaluate evidence, demonstrate professional scepticism, investigate areas of concern and make sure documentation is complete and all significant issues are highlighted. - Assess that the audit evidence is sufficient and appropriate. - Assist in identifying the main factors to be considered before forming an opinion and reaching judgements.
Review and report the findings of an audit	- Review the performance of an audit; making sure that the evidence is accurate, complete and sufficient. - Contribute to identifying and resolving audit issues and make sure there are no outstanding queries. - Discuss the findings and implications of an audit or assurance engagement with management and governance teams. - Assist in drafting written representations and report significant control deficiencies to management and governance teams. - Assist in preparing the audit reports in accordance with relevant standards, regulations and legislation.

WORK PLACEMENT - ACCOUNTING

ACCT 452

COURSE SPECIFICATION

1. AIM

This course aims to develop practical knowledge, skills and attitude of the students and to strengthen their positions in relevant industries. The students will apply the knowledge and theories acquired in previous coursework in a real business setting. Through this opportunity the students can explore their interests in the accounting field and be familiar with the working norms, rules and regulations governing the industry as well as build a professional business network. The course emphasizes students' preparation for their future careers and helps them to be well-trained candidates when they graduate. At the end of the work placement, the students will be deeply familiar with the key factors for success in an accounting career.

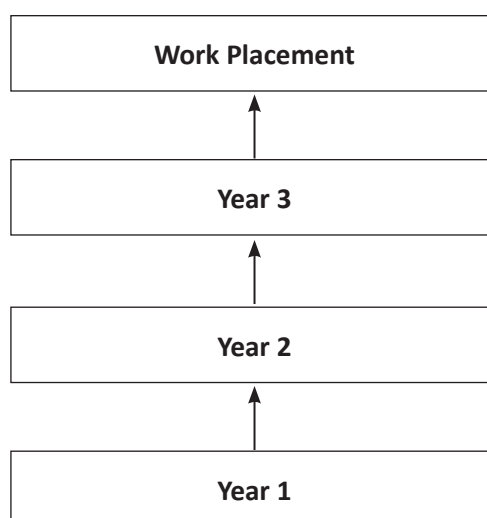
2. COURSE DESCRIPTION

To achieve the aims above, this course covers a number of tasks that are divided into two parts. The first part is the professional orientation which focuses on gaining a clear understanding of the work environment of the prospective employers and of the job markets in general. After this, the students will be placed at the selected employers where they will apply their acquired knowledge, skills and attitude in a real work environment. It is important for the students to comply with the hosting organization's requirements, to meet the Performance Objectives (POs) and to keep track of their training progression throughout the work placement period.

Credits: 5

- 1 credit hour for the field work placement : 90 hours
- Total Credit Hours : 450 hours
- Period of work placement : 3-6 months

3. ROLE IN CURRICULUM



Prerequisites

To qualify for the work placement, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or approved employer conducted orientation.

Students must have completed Business Ethics, Financial Accounting 1, Financial Accounting 2, Management Accounting 1, and IFRS for SMEs.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Describe the accounting principles and concepts in accordance with the accounting standards.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Create	PC7	CC1	Prepare financial statements in accordance with Cambodian International Financial Reporting Standards (CIFRS) and/or CIFRS for SMEs.
Analyze	PC6	CC2	Analyze the appropriate information to measure business performance.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PCIT2	CCIT1	Operate accounting systems to record and process accounting transactions and events.
Evaluate	PCIT3	CCIT2	Advise the management on how to improve business performance.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively with the team to achieve the departmental and organizational objectives.

5. TEACHING METHODS

This course is primarily an experience-based course. An orientation will be conducted at the beginning of the course to ensure that the students will gain a clear understanding of the work environment in the hosting organization and some basic skills for performing their work effectively during the placement. A variety of methods will be employed to encourage and assess student achievement on course learning outcomes. Some methods include, but are not limited to, presentation, interview and written reports, group discussions, business writing, self-reflection, and peer consultation.

6. ASSESSMENT AND GRADING

In order to successfully complete the course, students are required to complete all the assessment below. Grades will be calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Mentor Meetings (5x)	10%	PIP1	CIP1
Supervisor Assessment of Performance Objectives (https://forms.gle/breu2g9EJF4shjCS9)	35%	CK1, CC1, CC2, CCIT1, CCIT2, CIP1	PK1, PC7, PC6, PCIT2, PCIT3, PIP1
Peer Assessment of Performance Objectives (https://forms.gle/jKc4A62NobzbXHak9)	20%	CK1, CC1, CC2, CCIT1, CCIT2, CIP1	PK1, PC7, PC6, PCIT2, PCIT3, PIP1
Practical Experience Report	35%	CK1, CC1, CC2, CCIT1, CCIT2, CIP1	PK1, PC7, PC6, PCIT2, PCIT3, PIP1
Total grading score	100%		

Performance Objectives

Students are required to achieve four performance objectives in total including all three of interpersonal qualities and the core skills of performance objectives in accounting.

Students may achieve each performance objective by participating in the suggested activities or similar other activities related to the performance objectives by providing an explanation in the practical experience report.

The performance objectives are set out in interpersonal qualities and core skills as in the appendix 1.

To provide evidence of achieving performance objectives, students are required to request a confirmation letter from their supervisor with attachment of the performance objectives that they have achieved during the job training.

Personal Experience Report

Work Group	: Individual
Output format	: Performance Objective Matrix
Language	: English
Report	: Students will be required to produce a summarized report reflecting the experience obtained from the job training that satisfies the required performance objectives. As their training progresses, students should keep track of their experiences. At the end of the training, students will be required to write a report summarizing the experience in their own words in a performance objective matrix. The report should be clear and truthfully reflect the experience with examples provided.

7. STUDY PLAN / JOB TRAINING PLAN

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Orientation 1. Introduce the course aims, descriptions and criteria. 2. Explain the performance objectives to be achieved during the job training. 3. Explain the practical experience report 4. Guide the students in searching for relevant information about jobs and prospective organizations.	<i>Lecture</i> <i>Question and Answer</i>
2-18	On Job training (All CLOs)	<i>Apply knowledge</i>

8. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rule-book.html>

ACCA performance objectives

1. <https://www.accaglobal.com/vn/en/student/practical-experience-per/performance-objectives.html>

APPENDIX 1 - PERFORMANCE OBJECTIVES

Interpersonal Quality

These are the important elements of interpersonal qualities that students must achieve. They are required to maintain the professional code of ethics, develop productive business relationships with stakeholders and take initiative as a leader during work.

Performance Objectives	Suggested Activities
Maintain professional code of ethics	- Act diligently and honestly, following codes of conduct, taking into account and keeping up-to-date with legislation. - Act with integrity, objectivity, professional competence and due care and confidentiality. You should raise concerns about non-compliance. - Develop a commitment to your personal and professional knowledge and development. You should become a life-long learner and continuous improver, seeking feedback and reflecting on your contribution and skills.
Develop productive business relationships	- Display sensitivity, empathy and cultural awareness in all your communications. This allows you to establish trust and credibility with a range of stakeholders and gain their confidence. - Use a range of mediums and make appropriate use of digital technology to communicate clearly, concisely and persuasively in formal and informal situations. - Develop and build effective and ethical professional relationships and networks using face to face and digital technology.
Apply leadership and self development	- Show initiative with your team – working towards organisational goals, collaborating with and supporting others. - Manage time and tasks effectively to meet business needs and professional commitments. You are capable of working under pressure. - You negotiate effectively and can justify solutions logically and persuasively to colleagues and clients.

CORE SKILLS

Accounting

This involves students in the process of recording and processing transactions and events using appropriate accounting systems, reviewing and preparing financial statements in accordance with accounting standards and legislation. In addition, students are also able to take part in management accounting such as planning the business activities, controlling the performance, preparing and monitoring the budget, and making recommendations for improvement.

Performance objectives	Elements
Record and process transactions and events	- Implement or operate systems to record and process accounting data using emerging technology where appropriate or feasible. - Verify, input and process routine financial accounting data within the accounting system using emerging technology where appropriate or feasible. - Prepare and review reconciliations and other accounting controls. - Gather information for end-of-period accounting entries – and prepare estimates for adjustments to inter-company accounts. - Make sure you're using accounting standards and policies when you're processing transactions and events.
Prepare external financial report	- Contribute to drafting or reviewing primary financial statements according to accounting standards and legislation. - Review financial statements and correct for errors and account for – or disclose – events after the reporting date. - Prepare or review narrative and quantitative information to include with financial statements.
Plan and control performance	- Contribute to setting objectives to plan and control business activities. - Coordinate, prepare and use budgets, selecting suitable models. - Regularly review your progress against plans. - Use appropriate techniques to assess and to evaluate overall performance against plans. - Advise on business performance and recommend improvements.
Monitor performance	- Analyse and provide appropriate information to measure performance. - Identify and use performance measurement techniques. - Monitor and evaluate individual and departmental performance to identify areas for development. - Identify the key external factors, including financial factors, affecting organisational performance.

WORK PLACEMENT - TAX

ACCT 453

COURSE SPECIFICATION

1. AIM

This course aims to develop practical knowledge, skills and attitude of the students and to strengthen their positions in relevant industries. The students will apply the knowledge and theories acquired in previous coursework in a real business setting. Through this opportunity the students can explore their interests in the tax field and be familiar with the working norms, rules and regulations governing the industry as well as build a professional business network. The course emphasizes students' preparation for their future careers and helps them to be well-trained candidates when they graduate. At the end of the work placement, the students will be deeply familiar with the key factors for success in a tax career.

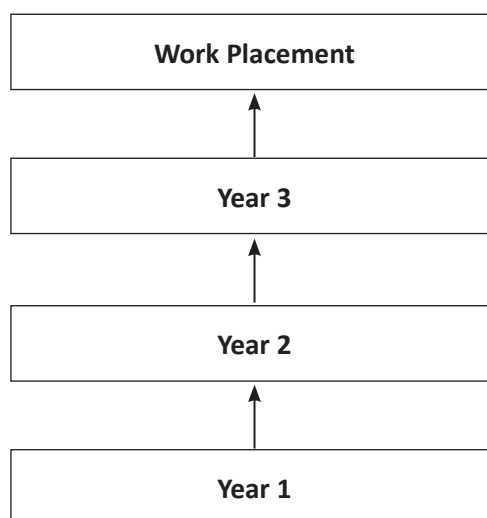
2. COURSE DESCRIPTION

To achieve the aims above, this course covers a number of tasks that are divided into two parts. The first part is the professional orientation which focuses on gaining a clear understanding of the work environment of the prospective employers and of the job markets in general. After this, the students will be placed at the selected employers where they will apply their acquired knowledge, skills and attitude in a real work environment. It is important for the students to comply with the hosting organization's requirements, to meet the Performance Objectives (POs) and to keep track of their training progression throughout the work placement period.

Credits: 5

- 1 credit hour for the field work placement : 90 hours
- Total Credit Hours : 450 hours
- Period of work placement : 3-6 months

3. ROLE IN CURRICULUM



Prerequisites

To qualify for the work placement, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or employer-conducted orientation approved by CSSA.

Students must have completed Business Ethics, Financial Accounting 1, Financial Accounting 2, Management Accounting 1, and IFRS for SMEs.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK3	CK1	Identify the general tax issues in relation to tax law and regulations.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Apply	PC4	CC1	Compute the liabilities and tax payments in accordance with the tax law and regulations.
Evaluate	PC4	CC2	Assess the implication of non-compliance and tax planning in accordance with tax regulations.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Understand	PCIT4	CCIT1	Discuss the potential tax risks and/or tax minimisation measures for individuals and organisations.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively with the team to deal with relevant tax issues of individuals and organizations.

5. TEACHING METHODS

This course is primarily an experience-based course. An orientation will be conducted at the beginning of the course to ensure that the students will gain a clear understanding of the work environment in the hosting organization and some basic skills for performing their work effectively during the placement. A variety of methods will be employed to encourage and assess student achievement on course learning outcomes. Some methods include, but are not limited to, presentation, interview and written reports, group discussions, business writing, self-reflection, and peer consultation.

6. ASSESSMENT AND GRADING

In order to successfully complete the course, students are required to complete all the assessment below. Grades will be calculated using the following assessments and score allocations:

Assessment	Weight of each assessment	Learning Outcome Assessed	
		CLO	PLO
Mentor Meetings (5x)	10%	CIP1	PIP1
Supervisor Assessment of Performance Objectives (https://forms.gle/breu2g9EJF4shjCS9)	35%	CK1, CC1, CC2, CCIT1, CIP1	PK3, PC4, PCIT4, PIP1

Peer Assessment of Performance Objectives (https://forms.gle/jKc4A62NobzbXHak9)	20%	CK1, CC1, CC2, CCIT1, CIP1	PK3, PC4, PCIT4, PIP1
Practical Experience Report	35%	CK1, CC1, CC2, CCIT1, CIP1	PK3, PC4, PCIT4, PIP1
Total grading score	100%		

Performance Objectives

Students are required to achieve four performance objectives in total including all three of interpersonal qualities and the core skills of performance objectives in tax.

Students may achieve each performance objective by participating in suggested activities or similar other activities related to the performance objectives by providing an explanation in the practical experience report.

The performance objectives are set out in interpersonal qualities and core skills as in the appendix 1.

To provide evidence of achieving performance objectives, students are required to request a confirmation letter from their supervisor with attachment of the performance objectives that they have achieved during the job training.

Personal Experience Report

- Work Group : Individual
- Output format : Performance Objective Matrix
- Language : English
- Report : Students will be required to produce a summarized report reflecting the experience obtained from the job training that satisfies the required performance objectives. As their training progresses, students should keep track of their experiences. At the end of the training, students will be required to write a report summarizing the experience in their own words in a performance objective matrix. The report should be clear and truthfully reflect the experience with examples provided.

7. STUDY PLAN / JOB TRAINING PLAN

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Orientation 1. Introduce the course aims, descriptions and criteria. 2. Explain the performance objectives to be achieved during the job training. 3. Explain the practical experience report 4. Guide the students in searching for relevant information about jobs and prospective organizations.	<i>Lecture</i> <i>Question and Answer</i>
2-18	On Job training (All CLOs)	<i>Apply knowledge</i>

8. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rule-book.html>

ACCA performance objectives

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APPENDIX 1 - PERFORMANCE OBJECTIVES

Interpersonal Quality

These are the important elements of interpersonal qualities that students must achieve. They are required to maintain the professional code of ethics, develop productive business relationships with stakeholders and take initiative as a leader during work.

Performance Objectives	Suggested Activities
Maintain professional code of ethics	- Act diligently and honestly, following codes of conduct, taking into account and keeping up-to-date with legislation. - Act with integrity, objectivity, professional competence and due care and confidentiality. You should raise concerns about non-compliance. - Develop a commitment to your personal and professional knowledge and development. You should become a life-long learner and continuous improver, seeking feedback and reflecting on your contribution and skills.
Develop productive business relationships	- Display sensitivity, empathy and cultural awareness in all your communications. This allows you to establish trust and credibility with a range of stakeholders and gain their confidence. - Use a range of mediums and make appropriate use of digital technology to communicate clearly, concisely and persuasively in formal and informal situations. - Develop and build effective and ethical professional relationships and networks using face to face and digital technology.
Apply leadership and self development	- Show initiative with your team – working towards organisational goals, collaborating with and supporting others. - Manage time and tasks effectively to meet business needs and professional commitments. You are capable of working under pressure. - You negotiate effectively and can justify solutions logically and persuasively to colleagues and clients.

CORE SKILLS

Tax

Students will be involved in planning the tax assessments and computing the relevant tax liabilities in accordance with the laws and regulations. They could represent the business to prepare and file the tax return and advise the business on the tax planning.

Performance objectives	Elements
Calculate and assess tax liabilities	- Extract and analyse data from financial records and filing information to prepare tax computations and related documents. - Use appropriate technology to prepare tax computations or assessments and related documents. - Prepare or contribute to computations or assessments of indirect tax liabilities. - Explain the basis of tax calculations and the interpretation of the effect of current legislation and case law and ethical frameworks.
Verify and assess the tax compliance	- Sceptically verify client submissions – and submit on time to the tax authorities. - Determine the incidence (timing) of tax liabilities and their impact on cash flow/financing requirements. - Explain tax filing and payment – and the consequences of non-compliance to clients. - Identify allowable claims, or the need to object to/appeal an assessment, in a timely way. - Communicate professionally in both routine and specific inquiries.
Plan and advise on tax	- Explain the differences between tax planning, tax avoidance and tax evasion. - Review and advise on the potential tax risks and/or tax minimisation measures for individuals and organisations. - Assess the tax implications of proposed activities or plans, referring to up-to-date legislation. - Mitigate and/or defer tax liabilities through standard reliefs, exemptions and incentives.

WORK PLACEMENT - BANKING, INVESTMENT, AND FINANCE

ACCT 451

COURSE SPECIFICATION

1. AIM

This course aims to develop practical knowledge, skills and attitude of the students and to strengthen their positions in relevant industries. The students will apply the knowledge and theories acquired in previous coursework in a real business setting. Through this opportunity the students can explore their interests in the banking, investment, and finance field and be familiar with the working norms, rules and regulations governing the industry as well as build a professional business network. The course emphasizes students' preparation for their future careers and helps them to be well-trained candidates when they graduate. At the end of the work placement, the students will be deeply familiar with the key factors for success in a banking, investment, and finance career.

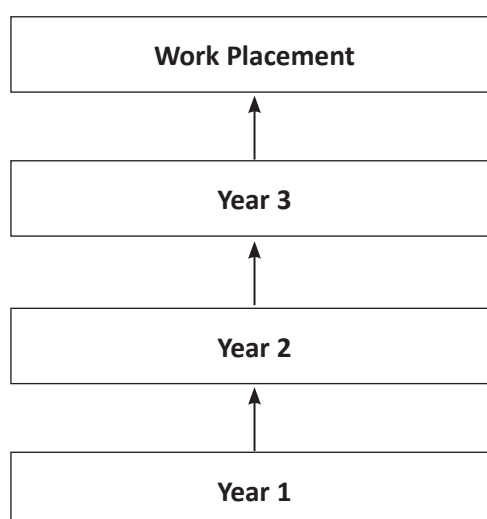
2. COURSE DESCRIPTION

To achieve the aims above, this course covers a number of tasks that are divided into two parts. The first part is the professional orientation which focuses on gaining a clear understanding of the work environment of the prospective employers and of the job markets in general. After this, the students will be placed at the selected employers where they will apply their acquired knowledge, skills and attitude in a real work environment. It is important for the students to comply with the hosting organization's requirements, to meet the Performance Objectives (POs) and to keep track of their training progression throughout the work placement period.

Credits: 5

- 1 credit hour for the field work placement : 90 hours
- Total Credit Hours : 450 hours
- Period of work placement : 3-6 months

3. ROLE IN CURRICULUM



Prerequisites

To qualify for the work placement, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or approved employer conducted orientation.

Students must have completed Business Ethics, Financial Accounting 1, Financial Accounting 2, Management Accounting 1, and Finance 1.

4. LEARNING OUTCOMES

On successful completion of this course, students will be able to:

4.1. KNOWLEDGE

Level of Learning	PLO	CLO	Learning Outcome
Understand	PK1	CK1	Describe the underlying principles of working capital management, and making financial and investment decisions.

4.2. COGNITIVE SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Analyze	PC1	CC1	Perform financial appraisal of business projects and investments.
Evaluate	PC3	CC2	Advise individuals or organizations on working capital management, investments, and sources of financing.

4.3. COMMUNICATION, INFORMATION TECHNOLOGY, AND NUMERICAL SKILLS

Level of Learning	PLO	CLO	Learning Outcome
Understand	PCIT4	CCIT1	Discuss the recommendations with relevant stakeholders to exploit business opportunities and manage risk.

4.4. INTERPERSONAL SKILLS AND RESPONSIBILITIES

Level of Learning	PLO	CLO	Learning Outcome
Apply	PIP1	CIP1	Work effectively with relevant stakeholders to achieve the intended outcomes.

5. TEACHING METHODS

This course is primarily an experience-based course. An orientation will be conducted at the beginning of the course to ensure that the students will gain a clear understanding of the work environment in the hosting organization and some basic skills for performing their work effectively during the placement. A variety of methods will be employed to encourage and assess student achievement on course learning outcomes. Some methods include, but are not limited to, presentation, interview and written reports, group discussions, business writing, self-reflection, and peer consultation.

6. ASSESSMENT AND GRADING

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Practical Experience Report	35%	CK1, CC1, CC2, CCIT1, CIP1	PK1, PC1, PC3, PCIT4, PIP1
Total grading score	100%		

Performance Objectives

Students are required to achieve four performance objectives in total including all three of interpersonal qualities and the core skills of performance objectives in banking, investment and finance.

Students may achieve each performance objective by participating in the suggested activities or other similar activities related to the performance objectives by providing an explanation in the practical experience report.

The performance objectives are set out in interpersonal qualities and core skills as in the appendix 1.

To provide evidence of achieving performance objectives, students are required to request a confirmation letter from their supervisor with attachment of the performance objectives that they have achieved during the job training.

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- Work Group : Individual
- Output format : Performance Objective Matrix
- Language : English
- Report : Students will be required to produce a summarized report reflecting the experience obtained from the job training that satisfies the required performance objectives. As their training progresses, students should keep track of their experiences. At the end of the training, students will be required to write a report summarizing the experience in their own words in a performance objective matrix. The report should be clear and truthfully reflect the experience with examples provided.

7. STUDY PLAN / JOB TRAINING PLAN

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Course Orientation 1. Introduce the course aims, descriptions and criteria. 2. Explain the performance objectives to be achieved during the job training. 3. Explain the practical experience report 4. Guide the students in searching for relevant information about jobs and prospective organizations.	<i>Lecture</i> <i>Question and Answer</i>
2-18	On Job training (All CLOs)	<i>Apply knowledge</i>

8. TEXTBOOKS AND REFERENCES

References

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ACCA performance objectives

1. <https://www.accaglobal.com/vn/en/student/practical-experience-per/performance-objectives.html>

APPENDIX 1 - PERFORMANCE OBJECTIVES

Interpersonal Quality

These are the important elements of interpersonal qualities that students must achieve. They are required to maintain the professional code of ethics, develop productive business relationships with stakeholders and take initiative as a leader during work.

Performance Objectives	Suggested Activities
Maintain professional code of ethics	- Act diligently and honestly, following codes of conduct, taking into account and keeping up-to-date with legislation. - Act with integrity, objectivity, professional competence and due care and confidentiality. You should raise concerns about non-compliance. - Develop a commitment to your personal and professional knowledge and development. You should become a life-long learner and continuous improver, seeking feedback and reflecting on your contribution and skills.
Develop productive business relationships	- Display sensitivity, empathy and cultural awareness in all your communications. This allows you to establish trust and credibility with a range of stakeholders and gain their confidence. - Use a range of mediums and make appropriate use of digital technology to communicate clearly, concisely and persuasively in formal and informal situations. - Develop and build effective and ethical professional relationships and networks using face to face and digital technology.
Apply leadership and self development	- Show initiative with your team – working towards organisational goals, collaborating with and supporting others. - Manage time and tasks effectively to meet business needs and professional commitments. You are capable of working under pressure. - Negotiate effectively and can justify solutions logically and persuasively to colleagues and clients.

CORE SKILLS

Banking, Investment, and Finance

Students are expected to identify alternative sources of finance and evaluate the financial viability of the investment decisions. In addition, they may also assist in managing cash and working capital effectively and advising an appropriate action to mitigate the risk and exploit the opportunities for investment.

Performance objectives	Elements
Evaluate investment and financing decisions	- Advise on the appropriateness and cost of different sources of finance. - Identify and raise an appropriate source of finance for a specific business need. - Review the financial and strategic consequences of undertaking a particular investment decision. - Evaluate projects, financial securities and instruments – and advise on their costs and benefits to the organisation.
Manage and control working capital	- Analyse and plan appropriate levels of cash and working capital. - Prepare and monitor organisational cash flow, credit facilities and advise on appropriate actions. - Contribute to the way current systems for managing cash, short-term liquidity and working capital operate. - Operate and comply with controls and safeguards over working capital management.
Identify and manage financial risk	- Identify key sources of financial risk to the organisation and how they might arise. - Assess the likelihood and impact of financial risks to specific business activities. - Assess whether to transfer, avoid, reduce or accept financial risk. - Advise on using instruments or techniques to manage financial risk. - Monitor financial risks, reviewing their status and advising on how they should be managed.
Perform data analysis and advise the business	- Communicate the recommendations to relevant stakeholders in a way they can easily visualise and understand, to exploit business opportunities, manage risk and evaluate performance. - Identify and use appropriate financial and non-financial information to build a comprehensive understanding of a client's business and the business environment in which they operate.

Appendix 1

BACHELOR OF ACCOUNTING AND FINANCE (HONOURS) COURSES AND CREDITS 130 CREDITS

Course	Class Hours	Credits	Ministry of Education Foundation Year Requirement	IFAC International Education Standard Requirement ¹	CAT or ACCA Course ²
FIRST YEAR					
English for Academic Purposes 1 (ENGL 111)	45	3	Yes: Foreign Language	Yes, IES 3 p7, (b)(ii)	No
English for Academic Purposes 2 (ENGL 112)	45	3	Yes: Foreign Language	Yes, IES 3 p7, (b)(ii)	No
Statistics 1: Foundations in Statistics (STAT 111)	45	3	Yes: Math, Science	Yes, IES 3 p7, (a)(i), (d)(vi)	No
Statistics 2: Quantitative Methods for Business (STAT 112)	45	3	Yes: BA Course	Yes, IES 3 p7, (a)(i), (d)(vi)	No
Cambodian Studies (HIST 111)	45	3	Yes: Arts and Humanities	None	No
Introduction to Computer Science (COSC 101)	45	3	Yes: Math, Science	Yes IES 2 p7 (h)(ii), (h)(iii)	No
History: Colonialism and Trade Empires in Asia (HIST 121)	45	3	Yes: Arts and Humanities	None	No
Leadership Philosophy (PHIL 111)			Yes: Arts and Humanities	Yes IES 3 p7 (b)(vii), (d)(iii), (d)(v)	No
Marketing (MKTG 101)	45	3	Yes: BA Course	Yes IES 3 p7 (a)(i)	No
Political Science: The Cold War and Asia (POLS 111)	45	3	Yes: Social Science	None	No
Psychology (PSYC 101)	45	3	Yes: Social Science	Yes, IES 3 p7, (b)(i), (b)(vi), (b)(vii)	No
SECOND YEAR					
English for Accounting 1 (ENGL 221)	37.5	2.5	No	Yes, IES 3 p7 (b)(ii), (b)(iii), (b)(iv)	No
English for Accounting 2 (ENGL 222)	37.5	2.5	No	Yes, IES 3 p7 (b)(ii), (b)(iii), (b)(iv)	No
Microeconomics (ECON 201)	45	3	No	Yes IES 2 p7 (j)(i), (j)(iii)	No
Macroeconomics (ECON 202)	45	3	No	Yes IES 2 p7 (j)(i), (j)(ii)	No
Financial Accounting 1 (ACCT 211)	75	5	No	Yes IES 2 p7 (a)(i), (a)(ii)	Yes (CAT FA2)
Financial Accounting 2 (ACCT 212)	75	5	No	Yes IES 2 p7 (a)(i), (a)(ii), (a)(iv), (a)(v)	Yes (CAT FFA and ACCA F3)

Principles of Management (MGMT 201)	75	5	No	Yes IES 2 p7 (f)(i), (f)(ii), (f)(iii), IES 3 p 7 (b)(i), (b)(vi), (b)(vii)	Yes (CAT FBT and ACCA BT)
Management Accounting 1 (ACCT 221)	75	5	No	Yes IES 2 p7 (b)(i),(b)(ii)	Yes (CAT MA2)
THIRD YEAR					
Management Accounting 2 (ACCT 321)	75	5	No	Yes IES 2, p7 (b)(i),(b)(ii), (b)(iii), (b)(iv), (b)(v)	Yes (CAT FMA and ACCA F2)
Behavioral Economics (ECON 311)	15	1	No	None	No
Business Ethics (MGMT 311)	45	3	No	Yes IES 4 p11 a-c	Yes (ACCA Ethics Module)
Accounting Information Systems (ACCT 331)	45	3	No	Yes IES 2 p7 (h)(i), (h)(ii), (h)(iii)	No
Accounting Software (ACCT 332)	45	3	No	Yes IES 2 p7 (h)(i), (h)(ii), (h)(iii)	No
Cambodian Business Law (LAWS 311)	75	5	No	Yes IES 2 p7 (g)(i), (g)(ii); IES 3 p7 (a)(iii); IES 4p11 (c)(iii)	Yes (Exemption from ACCA F4)
Audit Theory and Practice (ACCT 341)	75	5	No	Yes IES 2 p7 (e)(i), (e)(ii), (e)(iii), (e)(iv), (e)(v), (f)(iv); IES 3 p7 (a)(ii), (c)(ii), (c)(iii), IES 4 p 11 (a)(i), (a)(ii)	Yes (CAT FAU)
IFRS for SMEs (ACCT 311)	75	5	No	Yes IES 2 p7 (a)(i), (a)(ii), (a)(iv), (a)(v)	No
Finance 1 (FINC 301)	75	5	No	Yes IES 2 p7 (c)(i), (c)(ii), (c)(iii)	Yes (CAT FFM)
FOURTH YEAR					
Finance 2 (FINC 401)	75	5	No	Yes IES 2 p7 (c)(i), (c)(ii),(c)(iii), (c)(iv), (c)(v), (c)(vi)	Yes (ACCA F9)
International Financial Reporting (ACCT 411)	75	5	No	Yes IES 2 p7 (a)(i), (a)(ii), (a)(iv), (a)(v),(a)(vi); IES 3 p7(a)(ii), (c)(ii), (c)(iii)	Yes (ACCA F7)
Cambodian Tax (ACCT 451)	75	5	No	Yes, IES 2 p7 (d)(i), (d)(ii), (d)(iii), (d)(iv); IES 3 p7 (a)(iii)	Yes (Exemption from ACCA F6)

Business Strategy (MGMT 421)	75	5	No	Yes IES 2 p7 (k)(i), (k)(ii), (k)(iii), (k)(iv), (k)(v); IES 3 p7 (a)(i), (a)(ii), (a)(iv), (a)(v)	No, but covers much of the ACCA SBL
Team Psychology (PSYC 411)	15	1	No	Yes, IES 3 p7, (b)(i), (b)(vi), (b)(vii)	No
Valuation and Investments (FINC 412)	75	5	No	None	No
Banking and Financial Institutions and Services (FINC 411)	75	5	No	None	No
Work Placement	125	5	No	None	No

¹ IFAC IES Requirements

The International Federation of Accountants (IFAC) is the main international organization setting standards for professional accountant and audit organizations worldwide. For a professional accounting or audit association qualification to be recognized internationally, it is generally a necessary first step to be a recognized member of IFAC.

IFAC sets educational standards which list the competences required by professional accountants and auditors who wish to be internationally recognized by IFAC. These standards are called International Education Standards (IES).

The IESs relevant to the bachelor of accounting and finance are IES 2, IES 3, and IES 4. The CamEd Bachelor of Accounting and Finance fulfills the educational requirements of each of these standards. However, the following IES requirements are not specifically matched to courses in the above table because they are taught more generally through a number of courses:

- IES 3 (c)(i) Demonstrate a commitment to lifelong learning.
- IES 3 (c)(iii) Set high personal standards of delivery and monitor personal performance, through feedback from others and through reflection.
- IES 3 (c)(iv) Manage time and resources to achieve professional commitments.
- IES 3 (c)(v) Anticipate challenges and plan potential solutions.
- IES 3 (c)(vi) Apply an open mind to new opportunities.
- IES 3 (d)(i) Undertake assignments in accordance with established practices to meet prescribed deadlines.
- IES 3 (d)(ii) Review own work and that of others to determine whether it complies with the organization's quality standards.
- IES 3 (d)(v) Apply delegation skills to deliver assignments.

² ACCA and CAT Courses

The Association of Chartered Certified Accountants (ACCA) is the largest international professional body for accountants and auditors. The ACCA provides examinations that lead to qualifications including a Certified Accounting Technician (CAT) qualification and a higher level professional qualification with the same name as the association "ACCA". The ACCA qualification is currently accepted in Cambodia to admit Cambodians to KICPAA. The CamEd Bachelor of Accounting and Finance aims to prepare students for these professional exams, partly by including the ACCA exam syllabuses in this curriculum. Below is list of CAT and ACCA courses and the corresponding CamEd Bachelor of Accounting and Finance course that fully adopts the CAT/ACCA syllabuses:

CAT Exam	CamEd Course
FA1 Recording Financial Transaction	None (exemption from ACCA is claimed)
MA1 Management Information	None (exemption from ACCA is claimed)
FA2 Maintaining Financial Records	Financial Accounting 1
MA2 Managing Costs and Finances	Management Accounting 1
FFA Financial Accounting	Financial Accounting 2
FMA Management Accounting	Management Accounting 2
FBT Foundations in Business and Technology	Principles of Management
FAU Theory and Practice of Audit	Audit Theory and Practice
FFM Foundations in Financial Management	Finance 1

ACCA Exam	CamEd Course
F3 Financial Accounting	Financial Accounting 2
FMA Management Accounting	Management Accounting 2
BT Business and Technology	Principles of Management
F4 Corporate and Business Law	Exemption is claimed for Cambodia Business Law
F5 Performance Management	None
F6 Taxation	Exemption is claimed for Cambodian Taxation
F7 Financial Reporting	International Financial Reporting
F8 Audit and Assurance	None
F9 Finance Management	Finance 2
Strategic Business Reporting	None
Strategic Business Leader (SBL)	Business Strategy partially adopts SBL
Advanced Performance Management	None
Advanced Financial Management	None

Appendix 2

CURRICULUM COMMITTEE AND POLICIES

1. RESPONSIBILITIES OF THE CURRICULUM COMMITTEE

The Curriculum Committee is a committee of the Board of Directors and acts as an advisory body to it. The Curriculum Committee is headed by the President of the school and is supported by an appropriate number of committee members. The specific responsibilities of the Curriculum Committee are to:

- 1.1 Conduct or coordinate research to develop and improve curricula;
- 1.2 Develop, review and approve the requirements for any degree or diploma issued by the school;
- 1.2 Review the program specification and curriculum for conformity with the vision and mission of the school;
- 1.3 Evaluate, develop and improve the program specification and curriculum;
- 1.4 Review program specification curriculum changes, additions and deletions proposed by faculty or other stakeholders; and
- 1.5 Address any other related program specification or curricular issues.

2. COMPOSITION OF THE CURRICULUM COMMITTEE

The composition of the Curriculum Committee shall be as follows:

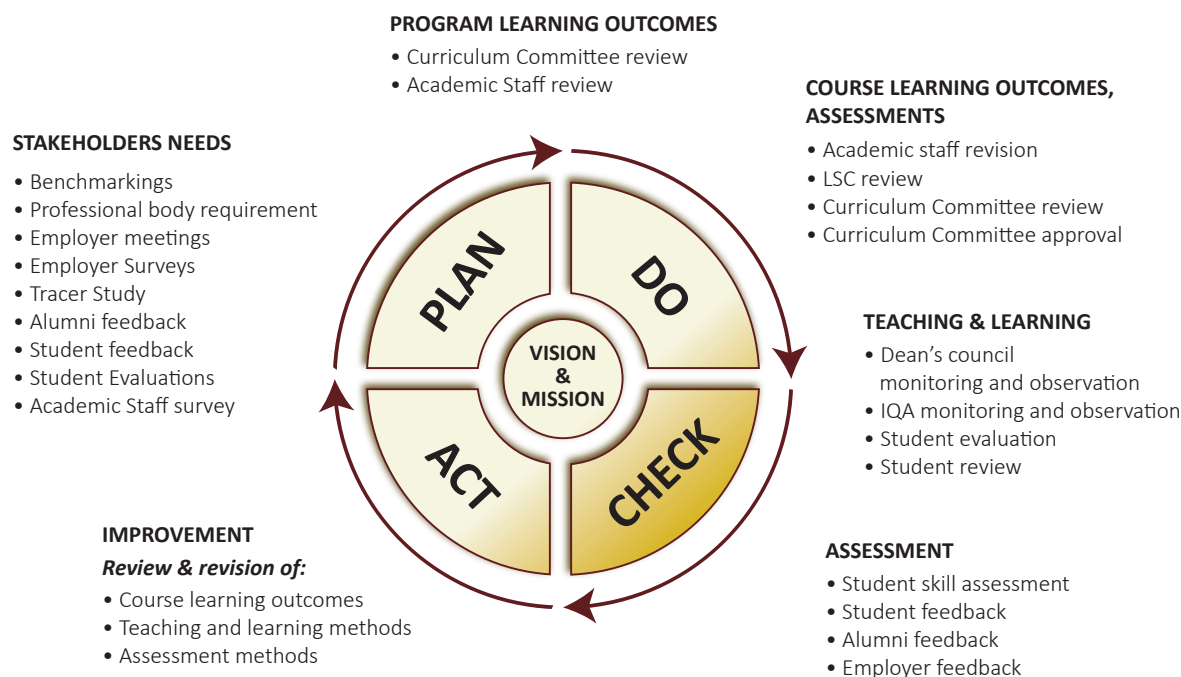
- 2.1 The President of the school shall serve as chairperson of the Curriculum Committee.
- 2.2 The Committee shall be supported by a number of members deemed appropriate and necessary by the Board of Directors. These members may be of three types: Board Members, Faculty, and Experts. The curriculum committee members shall be selected and approved by the Board of Directors.
- 2.3 In selecting the members of the Curriculum Committee, the Board shall consider an appropriate mix of expertise to achieve a quality curriculum.
- 2.4 Curriculum Committee Members shall have at least a master degree in a relevant subject or a professional qualification of a similar level, such as CPA/ACCA/CFA.
- 2.5 Curriculum Committee Members must have professional experience in higher education or significant professional or academic experience in the fields of finance, management, accounting or audit.

3. SELECTION OF MEMBERS OF THE CURRICULUM COMMITTEE

- 3.1 The President is a permanent member of the Curriculum Committee.
- 3.2 Curriculum Committee Members are approved by the Board.
- 3.3 Board members, faculty members and outside experts may be invited to join the Curriculum Committee for periods of one year or less, as determined necessary by the Board to achieve the objectives of the Committee.
- 3.4 Upon Board decision, the role of an expert advisor may be ad hoc with responsibilities and duration of employment restricted to specific curriculum development activities.
- 3.5 Curriculum Committee Members may be recruited directly by the President, Board or representative, if the President or Board delegates such authority.

4. PROCEDURAL GUIDELINES OF THE CURRICULUM COMMITTEE

The Curriculum Committee shall follow a PDCA approach as per the CamEd Curriculum and Design System as shown in the figure below:



The curriculum development process shall follow the PDCA Approach. The descriptions of each stage are as follows:

4.1. PLAN

At this stage the Curriculum Committee will conduct stakeholders' needs assessments in order to gain a full understanding of the employers' needs, alumni's expectations, legal requirements, and best practices of relevant institutions.

The knowledge and experiences gained from the needs assessments will then be used as the basis for developing a new curriculum or improvement of the current curriculum, including the program objectives, Program and course learning outcomes, Program and Course Specifications, and external professional's inputs.

4.2. DO

The second stage refers to the implementation of the curriculum that includes the following main parts: the teaching and learning processes, sharings of the good teaching strategies, arrangements of extra-curricular activities, and assessments of the teaching and learning outcomes of the students.

4.3. CHECK

The third stage of the curriculum development process is checking the effectiveness of the curriculum design and implementation. Various types of evaluations are conducted to ensure that the Curriculum Committee, LSC and academic staff perform their tasks effectively, the students achieve the expected learning outcomes, and the Institution as a whole provides sufficient and appropriate support of the curriculum design and implementation processes.

4.4. IMPROVEMENT

The last stage of the PDCA approach to the curriculum development process is improvement. The results from the CHECK stage will be used as the basis for reviewing and revising the program objectives, program and course learning outcomes, program and course specifications, extra-curricular activities, teaching and learning methods and assessment methods.

5. VOTING PROCEDURES OF THE CURRICULUM COMMITTEE

Voting by Curriculum Committee members shall be conducted as follows:

- 5.1 Each member of the Curriculum Committee shall have one vote. If a voting member is absent, the member may vote by proxy.
- 5.2 The President shall endeavor to involve all members of the Committee in decision making, however no quorum shall be required to conduct the business of the Committee.

6. PROCEDURES FOR AMENDING POLICIES OF THE CURRICULUM COMMITTEE

Amendments to any Curriculum Committee policies shall be approved by the Board of Trustees. The Curriculum Committee can develop, approve and make amendments to their procedures and guidelines.

7. BUDGET OF THE CURRICULUM COMMITTEE

The Curriculum Committee shall have a minimum budget of \$10,000 per academic year per curriculum for purposes of conducting research and soliciting advice of experts, research and lecturers. Expenditure is not compulsory and any excess funds at the end of an academic year shall be returned to the institute general budget.