

CamEd
Business School

MASTER OF SCIENCE IN
ACCOUNTING AND FINANCE

PROGRAM SPECIFICATION AND CURRICULUM

ACADEMIC YEAR
2026

VERSION 1.0

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AUN-QA CERTIFICATION OF THE BACHELOR OF ACCOUNTING AND FINANCE
SUB-DECREE RECOGNIZING INSTITUTE OF HIGHER EDUCATION
ACC ACCREDITATION CERTIFICATE
ACCA RECOGNITION CERTIFICATE
CFA INSTITUTE UNIVERSITY AFFILIATION PARTNER CERTIFICATE
ACBSP ACCREDITATION CERTIFICATE
QS STARS RATING
ISO 9001:2015 CERTIFICATE OF REGISTRATION





ABBREVIATION LIST

Abbreviation	Description
ACCA	Association of Chartered Certified Accountants
AICPA	American Institute Of Certified Public Accountants
CA	Chartered Accountant
CAT	Certified Accounting Technician
CEFR	Common European Framework of References for Languages
CFA	Chartered Financial Analyst
CLOs	Course Learning Outcomes
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
PLOs	Program Learning Outcomes PK = Program Knowledge PC = Program Cognitive Skills PCIT = Program Communication and Information Technology and Numerical Skills PIP = Program Interpersonal skills and Responsibilities
TOEFL	Test of English as a Foreign Language
IELTS	International English Language Testing System
MCQ	Multiple Choice Question



VISION

To develop a community of business professionals performing on par with those in international business centers, taking initiatives as leaders, and upholding ethical standards.

MISSION

CamEd Business School is committed to providing innovative, industry-oriented business education and research to develop ethical, internationally recognized professionals who create a positive impact on the sustainable economic development of Cambodia.





EDUCATIONAL PHILOSOPHY

CamEd Business School adopts the science of outcomes-based education as its educational philosophy, and CamEd implements outcomes-based education in order to achieve the benefits of human capital theory.

Outcomes-Based Education

CamEd follows the principles of outcomes-based education by which learning outcomes are aligned with the current and future needs of employers and the economy. In outcomes-based education, CamEd uses the backward approach of curriculum design, starting with the skills required by employers, then designing the program learning outcomes, teaching and learning activities, and assessment to achieve those learning outcomes. CamEd believes in research evidencing the effectiveness of outcomes-based education (Saha et al, 2023) and research showing the usefulness of outcomes-based learning in ensuring that higher education services are effective and relevant (An, 2014). Outcomes-based learning emphasizes practical application, aligning education with market demands and real-life experiences. CamEd encourages active learning through projects, simulations, and work placements.

Human Capital Theory

Our educational philosophy of outcomes based education is supported by human capital theory, the theory that an increase in human capital in the form of skills, abilities, and attitudes increases economic output. CamEd believes in research evidencing positive national economic growth from education (Agasisti et al, 2020; Burgess, 2016) as well as positive economic returns to individual students from higher education (Nathwani et al, 2020; Hastings et al, 2013; Walker et al, 2011). Therefore, in carrying out its mission of higher education, CamEd aims to contribute to both national and individual economic returns.



VALUES

Continuous Improvement

We recognize the need for continuous improvement in our processes and services by promoting efficiency and innovation which lead to profitable growth and result in greater opportunities. We continuously seek to better understand our stakeholders' needs by conducting market and societal needs analysis, to improve all aspects of our programs and services to meet the needs, and to introduce innovative strategies to stay tuned to the constant market and societal changes. In addition, continuous professional development of our people through pursuit of higher qualifications, attending trainings, and sharing ideas and experiences is also essential to our institute. Moreover, we share local and international expertise to continually improve all aspects of our business and that of our stakeholders. Therefore, continuous improvement in all aspects of our institute is one of the core values that drive our success.

Ethics

Maintaining high ethical standards is one of our values. We always maintain integrity, objectivity, and professional behaviors in all professional and business relationships in order to develop mutual trust, support, and respect from stakeholders. We believe that being ethical is a foundation of our success which leads to the greater responsibility on moral ascendancy.

Practicality

We promote international standards and best practices. We respect and learn from local business practices and cultures and we provide knowledge tailored to local needs. In addition, we continuously update our programs and services to ensure that they stay relevant and that they are based on real-world applications. We, furthermore, engage guest speakers who currently work in their field to conduct lectures for our students. Our research publications also fully reflect the reality from the ground and are assigned as teaching and learning materials.



1. SUMMARY

Program Title	: Master of Science in Accounting and Finance
Awarding Institution	: CamEd Business School
Mode of Study	: Part time
Type of Study	: Campus Based

This program specification describes the objective, learning outcomes, entrance, transfer, exit, and curriculum for the Master of Science in 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 program specification and curriculum include employer and alumni interviews, employer and alumni surveys, stakeholder focus group discussions and review by subject matter experts.

The curriculum is the series of courses and academic activities required for a student to be awarded the Master of Science in 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 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 AND CAREER PROSPECTS

2.1 OBJECTIVE

The Master of Science in Accounting and Finance program aims to prepare graduates to work as accounting and finance managers, applying international best practice, taking initiative as leaders, and upholding high ethical standards.

2.2 CAREER PROSPECTS

Positions held by graduates will include finance manager, audit manager, accounting manager, financial consultant, tax manager, and investment manager.

It is expected that graduates will begin with entry level management positions, and, depending on aptitude and opportunity, advance to middle management and executive management positions such as CFO, CEO, audit partner and tax partner.

3. ENTRANCE, TRANSFER, AND EXIT

3.1 ENTRANCE

Students entering the program shall have a relevant bachelor degree approved by the Ministry of Education, Youth, and Sport of Cambodia. International students without a Cambodian bachelor degree will need to have their degree evaluated by the Ministry of Education, Youth, and Sport and determined to be the equivalent of a Cambodian bachelor degree. All applicants must submit an official transcript for their bachelor degree; non-CamEd bachelor degree holders must evidence a GPA of at least 2.5.

The applicant must provide a transcript evidencing university level study from an internationally accredited institution of higher education in the courses shown in the table below. If the applicant is missing any of these requirements, the applicant must undertake a supplementary pre-master course indicated below:

Pre-Master Study Requirements

Course	Credits	Supplementary Pre-Master Course
Financial Accounting	5	Financial Accounting 2 (ACCT 212)
Management Accounting	5	Management Accounting 2 (ACCT 321)
Business and Technology	5	Principles of Business Management (MGMT 211)

English Language Requirement

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

- IBT TOEFL 45 or higher
- PBT TOEFL 480 or higher
- IELTS/IELTS equivalent test 5.5 or higher
- CEFR B2 or higher

Students without evidence of the above may be approved by the interviewer to join the program on a provisional basis subject to performance criteria.

Entrance Exam

Finally, students entering the program must undergo an entrance exam and interview, which consist of internationally benchmarked assessments of English language skills and intellectual capacity. The language portion of the CamEd entrance exam is used as an additional determinant of language proficiency. At present, the mathematics and general intellectual ability portion of the CamEd entrance exam is used for internal monitoring and research; in the future a minimum score may be imposed. The interview portion of the entrance exam is used for clarification of candidate objectives and confirmation of language proficiency.

3.2 TRANSFER

Students are allowed to transfer course credits from other institutions of higher education only when the courses and institutional quality have been reviewed and approved by the Curriculum Committee, or by the Registrar with the consent of the Research Committee, as being the equivalent of the course credits and institutional quality of this program.

At the date of this publication, no institutions of higher education in any country have been reviewed and approved for transfer of credit.

3.3 ORIENTATION

Students accepted into this program are required to undertake an orientation program that teaches fundamental IT skills, teamwork, student rules and ethics, program requirements, and CamEd systems and processes. Students may request exemption from selected orientation activities if they pass orientation exams in advance.

3.4 EXIT

Students will earn the Master of Science in Accounting and Finance degree after:

1. Earning at least 59 credits;
2. Successfully passing 12 courses out of 22 courses in this program specification, including a research paper or a business consulting project.

Upon exit from the Master of Science in Accounting and Finance program, students may consider two paths of continued education:

1. Professional certification such as ACCA, CPA, CMA, CFA, CRM
2. Complementary graduate degrees such as MBA

As the field of accounting and finance evolves, it is expected that graduates will engage in continuing professional education over the course of their careers in order to maintain and build competency.



4. LEARNING COMPETENCY

Domain	Learning Competency
Financial Reporting	The ability to prepare financial reports in accordance with international standards, ensuring accuracy, transparency, and regulatory compliance.
Auditing	The ability to audit financial reports in accordance with international standards, ensuring accuracy, transparency, and regulatory compliance.
Taxation	The ability to interpret national and international standards and regulations in taxation.
Financial Management	The ability to manage business and financial performance by applying investment appraisal, budgeting, capital structure, and strategic decision-making techniques to enhance organizational value and meet investor expectations.
Data Driven Strategic Management	The ability to analyze complex, multi-source data, evaluate the findings critically, and apply the insights to inform strategic, operational, and financial decisions that enhance organizational performance and value.
Ethics and Leadership	The ability to demonstrate ethical leadership by making responsible decisions and influencing others with integrity, fairness, and respect for organizational values.



5. 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 Qualifications Framework set out by the 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 learning outcomes in each course specification. The program learning outcomes (PLOs) are maintained and subject to periodic update and amendment by the Curriculum Committee.

5.1 Knowledge

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

Program Learning Outcome	Teaching and Learning Methods	Assessment		
		Method	Code	Weighting
Standards and Regulation (PK1) Explain the requirements of national and international standards and regulation relevant to accounting, finance, auditing, taxation and business reporting and their managerial implications.	Lecture, Discussion, Brainstorming	Exit Exam	ACCT 611 FINC 601	100%

5.2 Cognitive Skill

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

Program Learning Outcome	Teaching and Learning Methods	Assessment		
		Method	Code	Weighting
Investment Appraisal (PC1) Appraise businesses and investments to improve management and advise current and potential investors and lenders.	Lecture, Discussion, Readings, Exercises, Case Studies, Individual Research, Project-Based Learning	Advanced Financial Management Case Studies	FINC 601	100%
Auditing (PC2) Facilitate audit and assurance engagements in accordance with International Standards on Auditing in the role of an audit manager or audit team member.	Lecture, Discussion, Readings, Exercises, Case Studies, Group Projects, Inquiry-Based Teaching	Audit Simulation	ACCT 541	100%

Budgeting (PC3) Manage budgeting, working capital and capital structure to enhance company profitability in alignment with investor risk appetite.	Lecture, Discussion, Readings, Exercises, Deductive Teaching, Problem Solving, Situation Analysis	Performance Management Case Studies	ACCT 521	100%
Taxation (PC4) Advise on tax to ensure compliance and enhance company profitability.	Lecture, Discussion, Readings, Exercises, Seminar, Project-Based Learning	Tax Simulation	ACCT 551	100%
Business Strategy (PC5) Create and implement business strategies and operations management to achieve competitive advantage and long-term profitability.	Lecture, Discussion, Brainstorming, Didactic Questions, Explicit Teaching, Guided Practice, Problem Solving, Readings, Case Studies, Group Projects	Strategic Business Reporting Case Studies or Advanced Performance Management	ACCT 611 ACCT 621	100%
Financial Reporting (PC6) Prepare financial reports in accordance with international financial reporting standards for both single companies and groups.	Lecture, Discussion, Readings, Project-Based Learning, Case Studies, Individual Research, Problem Solving	Strategic Business Reporting Case Studies or Advanced Audit and Assurance Case Studies	ACCT 611 ACCT 641	100%

5.3 Communication, Information Technology, and Numerical Skills (PCIT)

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

Program Learning Outcome	Teaching and Learning Methods	Assessment		
		Method	Code	Weighting
Data Driven Strategic Management (PCIT1) Analyze data and draw conclusions to support strategic and operational aspects of business, accounting, audit and finance.	Lecture, Discussion, Readings, Exercises, Individual Research, Group Projects, Project-Based Learning, Case Studies, Drawing Inferences from Data, Question-Directed	Exit Exam	ACCT 611 FINC 601	100%



5.4 Interpersonal Skills and Responsibilities (PIP)

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

Program Learning Outcome	Teaching and Learning Methods	Assessment		
		Method	Code	Weighting
Leadership (PIP1) Lead a productive and collaborative team in business, accounting, taxation, auditing and finance.	Lecture, Discussion, Readings, Case Studies, Group Projects, Project-Based Learning, Field Trip, Cooperative Learning, Communicative Learning	Work Placement or Business Consulting Project or Employer Survey	ACCT 671 ACCT 672 ACCT 673 FINC 671 MGMT 671 or MGMT 662	100%
Ethics (PIP2) Ethically manage business operations, accounting, taxation, auditing and finance.	Lecture, Discussion, Readings, Case Studies, Group Projects, Project-Based Learning, Problem Solving, Inductive Teaching	Accounting Ethics Case Studies	ACCT 513	100%



6. CURRICULUM, CREDITS, ELECTIVES

This curriculum is designed to support students in achieving the expected learning outcomes and fulfilling the requirements of the International Federation of Accountants (IFAC) and the Association of Chartered Certified Accountants professional program.

Students will complete a series of core professional courses, followed by professional specialization courses and culminating in a business consulting project or a research project in one of the five fields of specialization: Accounting & Financial Reporting, Auditing, Taxation & Law, Finance, and Business Management.



This curriculum requires completion of at least 12 courses of 59 credits. The 12 courses include 7 core professional courses, at least 4 professional specialization courses, and either a research or business consulting project. Credits are awarded on the basis of one credit per 15 lecture hours or 45 hours of field work. Certain courses will have a preferred order of study as well as prerequisites, which are set in the relevant course specifications.

	Core Professional Courses	Credits
1	Accounting Ethics (ACCT 513)	3
2	Management Accounting Performance Management (ACCT 521)	5
3	Law Cambodian Business Law (LAWS 511)	5
4	Taxation Cambodian Taxation (ACCT 551)	5
5	Financial Reporting International Financial Reporting (ACCT 511)	5
6	Audit and Assurance Audit and Assurance (ACCT 541)	5
7	Finance Management and Analysis Finance Management (FINC 501)	5
Total		33

Core Professional courses may be exempted if the candidate can evidence satisfactory achievement of the learning outcomes at an undergraduate level with ACCA pass scores or through professional examinations within the past 8 years.

The students of the MSAF program can choose 4 of the Professional Specialization Courses and/or General Elective courses.

The candidates who have passed the ACCA exam of any of the professional specialization courses are allowed to retake the same professional specialization courses for the MSAF program. Otherwise, they can take the general elective courses in replacement of those professional specialization courses.

Note:

Exemptions are awarded for students passing exams for the related core professional courses before December 2023.

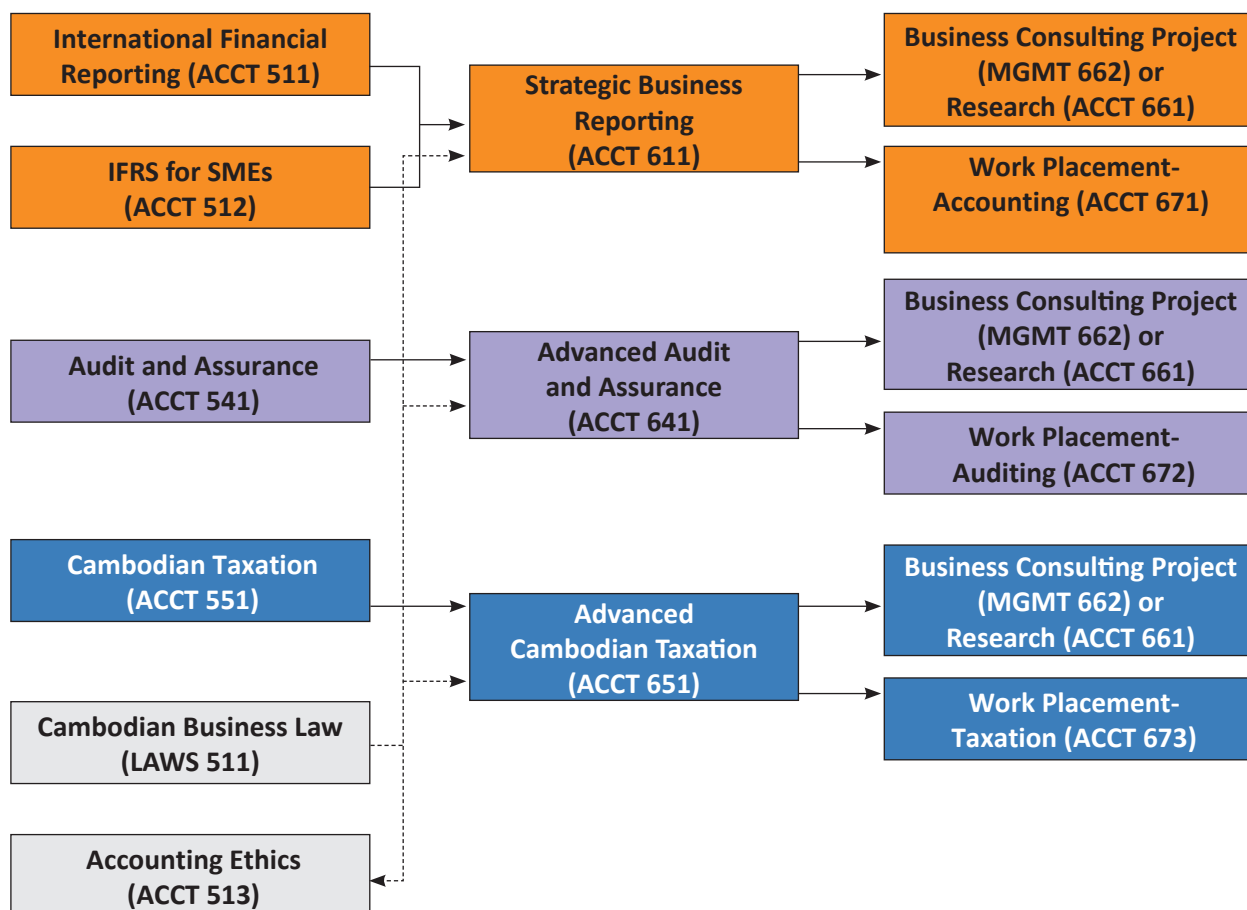
General electives may be taken after or at the same time as core professional courses.

PROFESSIONAL SPECIALIZATION COURSES	
Professional Specialization Courses	Credits
Strategic Business Leader (MGMT 621), or Strategic Business Reporting (ACCT 611), or Advanced Performance Management (ACCT 621), or Advanced Audit and Assurance (ACCT 641), or Advanced Financial Management (FINC 601), or <i>Other electives as determined by the curriculum committee</i>	5 each, except SBL (Minimum 20 or 21)
General Electives	Credits
Advanced Cambodian Taxation (ACCT 651), or Advanced Business Valuation and Investment (FINC 512), or Data Analytics & Business Intelligence (STAT 511), or IFRS for SMEs (ACCT 512), or Business Strategy- Creating Shared Value (MGMT 525), or Work Placement (One of the following courses) Work Placement- Accounting (ACCT 671), or Work Placement- Auditing (ACCT 672), or Work Placement- Taxation (ACCT 673), or Work Placement- Finance and Investment (FINC 671), or Work Placement- Business Management (MGMT 671) <i>Other electives as determined by the curriculum committee</i>	5 each
Research or Business Consulting Project	Credits
Research (ACCT 661, FINC 661, MGMT 661)	6
Business Consulting Project (MGMT 662)	6

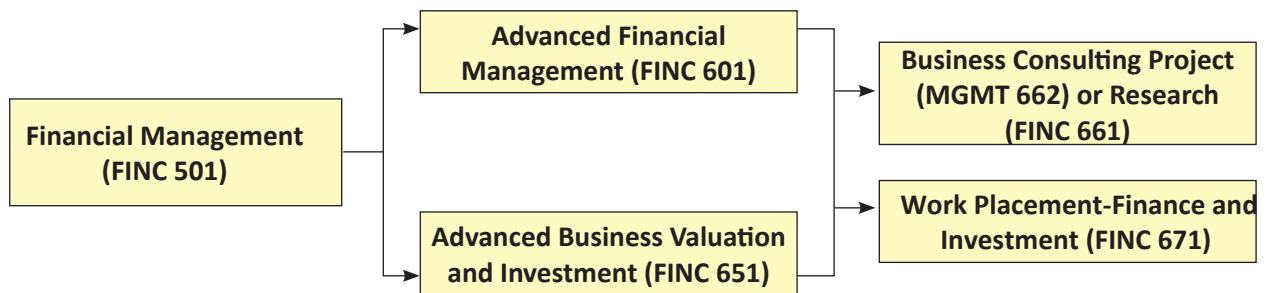
7. COURSE RELATIONAL STRUCTURE

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 core courses in the left column support learning in the advanced courses in the right columns.

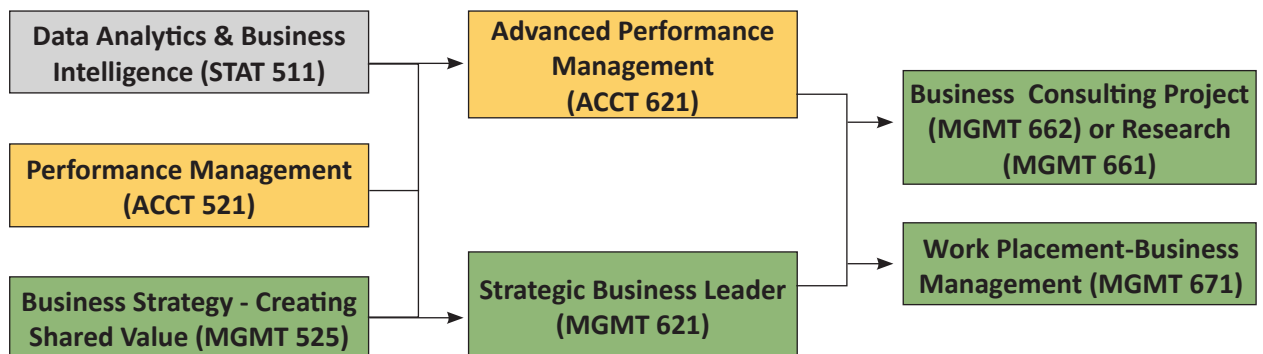
Financial Reporting, Auditing, and Taxation



Finance



Business Management



8. PROGRAM DEVELOPMENT AND QUALITY CONTROL

Program and curriculum development is the responsibility of the Curriculum Committee implemented in accordance with the Curriculum Committee policy published and updated by CamEd Business School.

The program and curriculum is developed and improved based on the knowledge, skills and attitudes required by employers. Formal and informal discussions and/or surveys of employers and alumni are conducted periodically to support curriculum development.

Academic staff are a front-line quality control for the success of curriculum improvement. At least once a year, academic staff are invited to give feedback and propose changes to the overall curriculum as well as the course specifications for their courses.

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.



9. CURRICULUM MAP

This curriculum map shows the contribution of each course towards achievement of the program learning outcomes.

Course Title	Course Code	Knowledge	Cognitive Skills						Communication, Information, Technology, and Numerical Skills	Interpersonal skills and Responsibilities	
		PK1	PC1	PC2	PC3	PC4	PC5	PC6	PCIT1	PIP1	PIP2
Core Professional courses - 33 Credits											
Accounting Ethics	ACCT 513						2				5
Performance Management	ACCT 521		3		4		4		3		
Cambodian Business Law	LAWS 511	3	2			2					3
Cambodian Taxation	ACCT 551	3				4				1	
International Financial Reporting	ACCT 511	4						5	4		2
Audit and Assurance	ACCT 541	4	4	4		3			5	2	2
Financial Management	FINC 501		4		5		4		5	5	
Major Courses - Professional Specialization - Minimum 20 Credits											
Strategic Business Leader	MGMT 621		3				5	4	5	5	5
Advanced Financial Management	FINC 601		4		5				5	5	
Strategic Business Reporting	ACCT 611	5	3					5	4		
Advanced Performance Management	ACCT 621		3		5				3	3	
Advanced Audit and Assurance	ACCT 641	5	3	5					5		3
General Electives - Up to 30 Credits with exemptions from core courses											
Advanced Cambodian Taxation	ACCT 651	5				4				2	3
Work Placement- Accounting	ACCT 671	5						5	5		
Work Placement- Auditing	ACCT 672	5		5						5	5
Work Placement- Taxation	ACCT 673	5				5					
Work Placement- Finance and Investment	FINC 671		5		5		3		5		5
Work Placement- Business Management	MGMT 671		5				5		5	5	5
IFRS for SMEs	ACCT 512	5						5			
Business Strategy- Creating Shared Value	MGMT 525	4					5			5	5

Research 6 Credits											
Research-Accounting, Financial Reporting, and Taxation	ACCT 661	5						4	5		
Research-Finance	FINC 661	5	5		4				5		
Research-Business Management	MGMT 661		5				4		5		
or Business Consulting Project 6 Credits											
Business Consulting Project	MGMT 662	5	5		5	5	5		5	5	

Legend:

In each course specification, there is additional mapping showing the relationship between the individual course learning outcomes and the related program learning outcomes. Based on the *CamEd Curriculum Mapping Concept Note*, the mapping here uses a numerical ranking to indicate the relative importance of a course to achievement of the learning outcome:

5 = Major contribution to learning outcome

Advanced level of content knowledge/skill is expected. Students will be able to use the content or skills in multiple and complex contexts.

4 = Significant contribution to learning outcome

Strong content knowledge or skill is expected. At this level, the knowledge or skills are developed further, and students will be able to apply their knowledge or skills to a narrow range of complex contexts.

3 = Moderate contribution to learning outcome

Familiarity with the underlying concepts, knowledge or skills is expected. This level reinforces the foundation of knowledge or skills by applying the knowledge or skills to a wider range of applications.

2 = Minor contribution to learning outcome

General foundational knowledge or skills is expected, but subject specific knowledge or skills is not required. The focus of this level of contribution is on introducing subject specific knowledge and skills.

1= Foundational contribution to learning outcome

At this level of contribution, the course introduces general foundational knowledge or skills.

INTERNATIONAL FINANCIAL REPORTING

ACCT 511

COURSE SPECIFICATION

OVERVIEW

1. 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 conceptual framework which describes the fundamental accounting concepts. We will then cover non-current assets, leases, inventory, biological assets and revenue. This is followed by provisions, foreign exchange, financial instruments and taxes. Then, we will look at applicable IFRS at the year end including retrospective treatment, events after reporting period and earnings per share. At this point of the course, students will have a good knowledge of various IFRS in order to prepare a full set of financial statements from a trial balance. After preparing financial statements on an accruals basis, the course will cover ratios and statements of cash flows. Towards the end of the course, the subject of study is consolidation of subsidiaries and accounting for associates.

2. REASON FOR THE COURSE

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 analyzing 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.

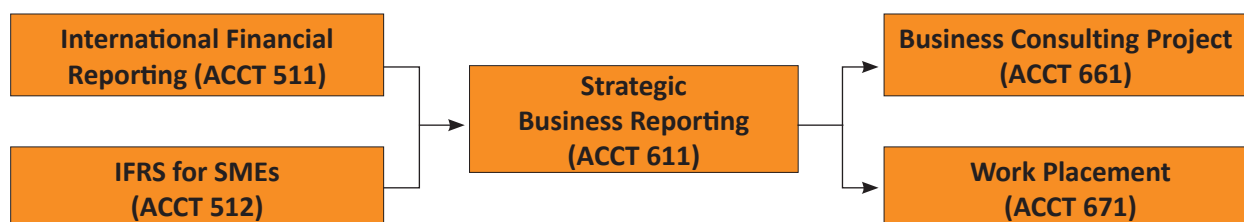
Accounting and finance graduates will face extensive interaction with financial statements. This may be in the role of a financial accountant, responsible for preparing the financial statements. It may also be in the role of a lender, or investment analyst utilizing data drawn from the financial statements. 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.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	54	42	54	225

4. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite for this course other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe IFRS (CK1) Explain the objective and applicability of IFRS to various business transactions	Understand	PC5
Cognitive Skills	Level of Learning	Related PLO
Apply IFRS (CC1) Apply IFRS to a broad range of transactions and recognition and measurement of assets and liabilities common to large companies and multinationals.	Apply	PC5
Prepare a Financial Report (CC2) Construct the four main financial statements for a large company in compliance with IFRS.	Create	PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Prepare financial statements of a listed company in Cambodia (CCIT1) Utilize spreadsheets to facilitate financial statement analysis and financial reporting.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work Ethically (CIP1) Exercise professionalism and professional skepticism in financial reporting and analysis.	Characterize	PIP2

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Participation	Project	Controlled Case Studies	Final Controlled Case Study	
Describe IFRS (CK1)	25%		50%	25%	15%
Apply IFRS (CC1)			50%	50%	20%
Prepare a Financial Report (CC2)	25%		50%	25%	25%
Prepare financial statements of a listed company in Cambodia (CCIT1)		100%			20%
Work Ethically (CIP1)	100%				20%

TEACHING AND LEARNING

7. 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.

During the course, there is one Project:

Assignment 1

- Work Group : Groups of 1- 4
- Output format : Presentation, Annotated Financial Report
- Language : English
- Assignment : Critique a published financial report prepared in accordance with IFRS or CIFRS, giving recommendations to improve the presentation quality, usefulness and understandability of the report.

8. 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 - Describe the objectives and elements of financial reporting in accordance with the IFRS Framework (CC1) - Explain the source and applicability of international financial reporting standards and Cambodian international financial reporting standards (CK1) - 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	Property, Plant and Equipment - Define and compute the initial measurement of a non-current asset (CC1) - Identify subsequent expenditure that may be capitalised, distinguishing between capital and revenue items (CC1) - Compute depreciation based on cost for assets that have two or more significant parts (complex assets) (CCI, CIP1)	- Lecture - Demonstration - Example, exercise and group problem solving Reading: References: BPP Text Chapter 3 pp 45-70
3	Revaluation of Property Plant and Equipment - Account for the depreciation of property that has been revalued (CC1) - Account for revaluation and disposal gains and losses for non-current assets (CC1)	- Lecture - Demonstration - Example, exercise and group problem solving Reading: References: BPP Text Chapter 3 pp 45-70
4	Investment Property - Identify and distinguish PPE and investment property (CC1) - Prepare the accounting entries for investment property (CC1)	- Lecture - Demonstration and discussion - Example and exercise Reading: References: BPP Text Chapter 3 pp 45-70
5	Borrowing Costs Determine and account for borrowing costs to be capitalised in PPE and investment property (CC1)	- Lecture - Case study discussion - Group problem solving Reading: References: BPP Text Chapter 3 pp 45-70

6	Intangible Assets 1. Define and identify intangible assets (CC1) 2. Determine and account for the amortization of an intangible asset (CC1)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 4 pp 71-90</i>
7	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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 5 pp 91-106</i>
8	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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 13 pp 329-354</i>
9	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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 14 pp 355-368</i>
10	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)	- Lecture - Demonstration and discussion - Example and exercise Reading: <i>References: BPP Text Chapter 11 pp 277-298</i>
11	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)	- Lecture - Discussion - Group Exercise Reading: <i>References: BPP Text Chapter 11 pp 277-298</i>
12	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)	- Lecture - Example and exercise - Group problem solving - Case study discussion. Reading: <i>References: BPP Text Chapter 12 pp 299-322</i>
13	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)	- Lecture - Example and exercise - Group problem solving - Case study discussion. Reading: <i>References: BPP Text Chapter 12 pp 299-322</i>

14	Sale and Leaseback Transactions - Describe the nature and role of sale and leaseback transactions (CC1) - Account for sale and leaseback agreements (CCI, CCIT1, CIP1)	- Lecture - Example and exercise - Group problem solving - Case study discussion. Reading: <i>References: BPP Text Chapter 12 pp 299-322</i>
15	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)	- Lecture - Case study discussion - Group exercise Reading: <i>References: BPP Text Chapter 12 pp 299-322</i>
16	Revenue - Explain the principles of recognition of revenue (CC1) - Apply the principles of recognition of revenue (CC1)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 6 pp 117-142</i>
17	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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 6 pp 117-142</i>
18	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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 6 pp 117-142</i>
19	Foreign Currency Gains and Losses - Identify the functional currency of an entity (CC1) - Calculate and account for gains and losses on exchange (CC1)	- Lecture - Discussion - Group Exercise Reading: <i>References: BPP Text Chapter 17 pp 421-442</i>
20	Foreign Currency Translations - Translate an income statement and statement of financial position from a functional currency to a presentation currency (CC1, CCIT2, CIP2) - Explain the role of translation gain or loss in other comprehensive income (CC1)	- Lecture - Discussion - Group Exercise Reading: <i>References: BPP Text Chapter 17 pp 421-442</i>

21	EPS 1. Calculate the EPS in accordance with relevant accounting standards (dealing with bonus issues, full market value issues and rights issues) (CC1)	- Lecture - Discussion - Group exercise Reading: References: BPP Text Chapter 18 pp 455-476
22	Diluted EPS 1. Describe diluted earnings per share (CC1) 2. Calculate diluted EPS involving convertible debt and share options (warrants) (CC1)	Lecture Demonstration and discussion Case study discussion Reading: References: BPP Text Chapter 18 pp 455-476
23	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)	- Lecture - Discussion - Group exercise Reading: References: BPP Text Chapter 13 pp 328-355, Chapter 17 pp 421-442
24	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)	- Lecture - Case study discussion - Group problem solving Reading: References: BPP Text Chapter 17 pp 421-442
25	Income Tax - Deferred Tax 1. Account for current tax in accordance with relevant accounting standards (CC1) 2. Distinguish between taxable differences and deductible difference (CC1) 3. Calculate and account for deferred tax (CC1)	- Lecture - Discussion - Group exercise Reading: References: BPP Text Chapter 15 pp 369-392
26	Income Tax - Deferred Tax 1. Account for changes in deferred tax liabilities and assets (CC1) 2. Account for deferred tax in OCI, including that arising from revaluation of property (CC1)	- Lecture - Discussion - Group exercise Reading: References: BPP Text Chapter 15 pp 369-392
27	Income Tax - Disclosures 1. Describe the required disclosures for income tax and deferred tax (CC1) 2. Prepare a disclosure note for changes in deferred tax assets and liabilities and temporary differences (CC1)	- Lecture - Discussion - Group exercise Reading: References: BPP Text Chapter 15 pp 369-392
28	Financial Statement Adjustments for Financial Statement Analysis 1. Make appropriate adjustments to comparable companies' statement of financial position (CC3, CIP2) 2. Make appropriate adjustments to comparable companies' statement of comprehensive income (CC3, CIP2)	Case study discussion Reading: References: BPP Text Chapter 19 pp 477-510, Chapter 20 pp 511-524

29	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: <i>References: BPP Text Chapter 21 pp 525-546</i>
30	Cash Flow Statement 1. Prepare a full cash flow statement according to IFRS (CC2, CCIT2, CIP2)	• Case Study Reading: <i>References: BPP Text Chapter 21 pp 525-546</i>
31	Consolidated Statement of Financial Position 1. 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) 2. Describe the concept of a group as a single economic unit (CC1) 3. Account for the effects in the financial statements of intra-group trading (CC1) 4. Explain why it is necessary to eliminate intra group transactions (CC1)	• Lecture • Discussion • Group exercise Reading: <i>References: BPP Text Chapter 7 pp 153-176, Chapter 8 pp 177-218</i>
32	Consolidated Statement of Financial Position - Unrealised Profit, Goodwill 1. Calculate and adjust for unrealised profit on consolidation (CC1) 2. Identify and calculate deferred consideration and its impact to goodwill (CC1) 3. Consolidate the statement of financial position (CC2)	• Lecture • Discussion • Group exercise Reading: <i>References: BPP Text Chapter 8 pp 177-218</i>
33	Consolidated Statement of Financial Position - Fair Value Adjustments 1. Calculate goodwill, adjusting for fair value adjustments of acquisition target's assets and liabilities (CC1) 2. Consolidate the statement of financial position with required adjustments needed for fair value adjustments on acquisition (CC2, CIP1)	• Lecture • Discussion • Group exercise Reading: <i>References: BPP Text Chapter 8 pp 177-218</i>
34	Consolidated Statement of Profit and Loss and Other Comprehensive Income 1. Consolidate revenue (CC1) 2. Consolidate cost of goods sold (CC1) 3. Prepare a consolidated statement of profit or loss, adjusting for inter-company transactions and NCI (CC2, CIP1)	• Lecture • Demonstration • Case study discussion • Group exercise Reading: <i>References: BPP Text Chapter 9 pp 219-242</i>
35	Group Disposals 1. Determine the gain or loss on disposal of a subsidiary (CC1) 2. Account for the disposal and/or loss of control of a subsidiary (CC1)	• Lecture • Demonstration • Case study discussion • Group exercise Reading: <i>References: BPP Text Chapter 9 pp 219-242</i>

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)	Case study discussion Reading: <i>References: BPP Text Chapter 9 pp 219-242</i>
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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 10 pp 243-266</i>
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)	- Lecture - Discussion - Group exercise Reading: <i>References: BPP Text Chapter 10 pp 243-266</i>
39	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: <i>References: BPP Text Essential Reading 19 pp 704-706, Chapter 19</i>
40	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)	- Lecture - Demonstration and discussion - Example and exercise Reading: <i>References: BPP Text Chapter 19 pp 477-510</i>
41	Exam Review	
42	Exam Review	
43	Exam Review	
44	Exam Review	
45-50	Final Assignment Presentations	
Total Hours: 75 hours		

9. TEXTBOOKS AND REFERENCES

Textbooks

- Kaplan Publishing, *Paper F7 Financial Reporting (FR)*, (For exams from 1 September 2023 to 31 August 2024).
- BPP Learning Media, *Practice & Revision Kit Paper F7 Financial Reporting*, (For exams from 1 September 2023 to 31 August 2024)

References

1. IFRS Foundation, *IFRS Standards*, 2021.
2. BPP Learning Media, Paper F7 Financial Reporting, (For exams from 1 September 2023 to 31 August 2024).
3. Kaplan Publishing, Practice & Revision Kit Paper F7 Financial Reporting, (For exams from 1 September 2023 to 31 August 2024).

IFRS FOR SMEs

ACCT 512

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course teaches accounting and financial reporting for individual medium sized businesses of the sort that would use IFRS for SMEs, complementing the IFRS courses that teach accounting for larger businesses. In this course, assessments include controlled case studies and a project in which students will prepare an IFRS for SMEs compliant financial report for a local company.

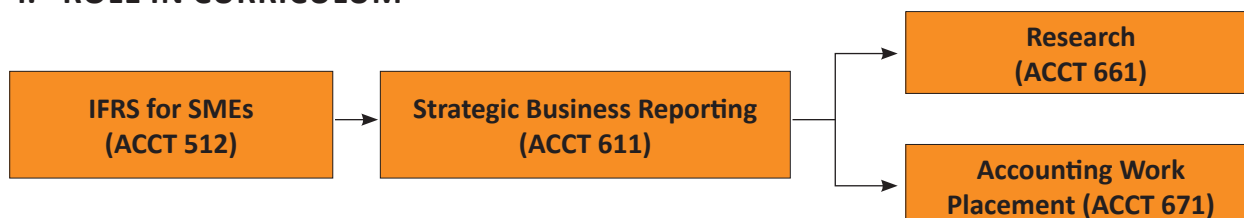
2. REASON FOR THE COURSE

Accountants must be able 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 the same as IFRS and IFRS for SMEs. Therefore, program graduates will be preparing, auditing, or using financial statements prepared in accordance with these two standards.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	48	50	52	225

4. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe IFRS for SMEs (CK1) Describe the objective, applicability and publication of IFRS for SMEs.	Understand	PK5
Cognitive Skills	Level of Learning	Related PLO
Apply IFRS for SMEs (CC1) Apply IFRS for SMEs to transactions and recognition and measurement assets and liabilities common to SMEs in Cambodia.	Apply	PC7

Prepare a Financial Report (CC2) Prepare a general purpose financial report for an individual business in Cambodia in compliance with IFRS for SMEs.	Create	PC7
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Prepare a Loan Schedule (CCIT1) Prepare loan and amortisation schedules based on the effective interest rate using a spreadsheet.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work Ethically (CIP1) Resolve threats to the ACCA Code of Ethics and Conduct.	Characterize	PIP3

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Participation	Project	Controlled Case Studies	Final Controlled Case Study	
Describe IFRS for SMEs (CK1)			100%		5%
Apply IFRS for SMEs (CC1)			40%	60%	50%
Prepare a Financial Report (CC2)		75%		25%	30%
Prepare a Loan Schedule (CCIT1)			100%		5%
Work Ethically (CIP1)	100%				10%

TEACHING AND LEARNING

7. TEACHING METHODS

This course uses demonstration, lecture, case studies, and group problem solving. Approximately 1/2 of the class time will be demonstrations, presentations and questioning (often using Kahoot!) from the lecturer, with the other 1/2 of the class for working on case studies and problem sets. Case studies and problem sets are delivered via Google Classroom Quiz and Google Sheets.

During the course, there is one Project:

IFRS for SMEs Financial Reporting Project

Work arrangement: 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 years. Drafts and a final report will be first written in English followed by a Khmer translation. Scoring will be according to the [Assignment Rubric](#)

8. 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 1. Distinguish between entities that may and may not apply IFRS for SMEs (CK1) 2. Describe the components of a financial report prepared in accordance with IFRS for SMEs (CC2) 3. Explain the advantages of IFRS for SMEs compared to IFRS (CK1)	• Lecture • Kahoot Reading: <i>IFRS for SMEs, Preface pp 6-9, Section 1 pp 10-11, Section 3 pp 22-26</i> Reference: <i>Modules 1, 3</i>
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)	• Lecture • Group case study • Discussion Reading: <i>IFRS for SMEs, Section 4 pp 27-30</i> Reference: <i>Modules 4</i>
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)	• Lecture • Group case study • Discussion • Kahoot Reading: <i>IFRS for SMEs, Section 5 pp 31-33, Section 6 34-35</i> Reference: <i>Module 5</i>
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)	• Lecture • Kahoot Reading: <i>IFRS for SMEs, Section 2 pp 12-13, 18, Section 8 pp 41-42, Section 10 page 50</i> Reference: <i>Module 8</i>
5	ACCA Code of Ethics and Conduct 1. Describe the fundamental principles of the ACCA Code of Ethics and Conduct (CIP1) 2. Apply the fundamental principles of the ACCA Code of Ethics and Conduct to resolve ethical dilemmas arising in financial reporting (CIP1)	• Lecture • Group case study • Kahoot Reading: <i>ACCA Code of Ethics and Conduct, pp 18-23</i> Reference: <i>ACCA Code of Ethics and Conduct pp 24-31</i>
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)	• Lecture • Group case study Reading: <i>IFRS for SMEs, Section 10 pp 50-54</i> Reference: <i>Module 10</i>

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)	- Lecture - Group case study 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)	- Lecture - Group case study 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	Controlled case study
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)	- Demonstration using Excel - Group case study using Excel 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)	- Demonstration of the amortized cost method using Excel - Group problems using Excel - Discussion 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)	- Demonstration using Excel - Group problems using Excel 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)	- Lecture - Discussion - Presentation 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)	- Lecture - Group problems - Discussion 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)	- Demonstration - Group problems - Discussion 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)	- Lecture - Group problems - Discussion 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)	- Class case study - Group problems - Discussion 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	Controlled case study
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)	- Lecture - Group problems - Discussion 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)	- Demonstration - Group problems - Discussion 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)	- Demonstration - Group problem based learning - Discussion 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)	- Lecture - Group problem based learning - Kahoot 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)	- Didactic questioning - Group problems - Discussion - Kahoot 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)	• Case study • Group problem • Discussion 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)	• Lecture • Group problem • Kahoot 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)	• Lecture • Group problem • Discussion Reading: IFRS for SMEs, Section 20 pp 113-120 Reference: Module 20
27	Leases 3. Prepare the journal entries for a finance lease (CC1) 4. Calculate the current and non-current portions of a finance lease (CC1)	• Demonstration using Google Sheets • Group problems w/ Google Sheets • Kahoot 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)	• Demonstration using Excel • Group problems using Excel • Case study 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)	• Lecture • Group problems • Kahoot 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	• Controlled case study
31	Revenue 1. Explain the recognition criteria for revenue (CC1) 2. Account for revenue for sale of goods and services (CC1)	• Lecture • Group case study • Kahoot 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)	- Lecture - Case study - Kahoot 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)	- Lecture - Group problems - Discussion 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)	- Lecture group problem based learning - Discussion 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)	- Lecture - Demonstration - Case study 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)	- Lecture - Case study - Group problem based learning - Discussion 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)	- Demonstration - Case study - Group problem based learning - Discussion 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)	- Demonstration - Case study - Group problem based learning - Discussion 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	Controlled case study

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)	• Didactic questioning • Lecture • Discussion 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)	• Demonstration • Group problem based learning • Discussion Reading: IFRS for SMEs, Section 7 pp 36-40 Reference: Module 7
42	Cash Flow Statements 1. Prepare a full cash flow statement (CC2)	• Case study • Discussion 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)	• Lecture • Demonstration • Group problems • Discussion 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)	• Lecture • Case study • Group problems • Discussion 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)	• Didactic questioning • Group problems • Discussion 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)	• Lecture • Case study • Group problem based learning • Discussion Reading: IFRS for SMEs, Section 35 pp 213-218 Reference: Module 35
47	Review and preparation for final exam	Lecture
48	Review and preparation for final exam	Lecture

49	Student Presentations - Small Groups	<i>Presentation</i>
50	Student Presentations - Finalists	<i>Presentation</i>
Total Hours: 75 hours		

9. 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.

ACCOUNTING ETHICS

ACCT 513

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Accounting Ethics and Professional Skills course covers ethical and professional values that impact the accounting and audit professions, personal effectiveness in communication and output in the workplace, innovative thinking in solutions to problems, skepticism in review processes, commercial awareness to influence business successes, leadership approaches and traits adapted for any level of the organization, patterns and channels of communication that are effective in a business environment, and the application of appropriate analytical techniques on data to assist in sound decision making processes.

2. REASON FOR THE COURSE

The Accounting Ethics and Professional Skills course is essential for developing ethical awareness and professional judgment in the accounting and audit professions. It equips students with skills in communication, skepticism, leadership, and decision-making for real-world business scenarios. The course also helps students prepare for Strategic Professional exams and meet ACCA's Ethics and Professional Skills Module (EPSM) requirement—one of three necessary components for ACCA membership. Upon completion, students will gain credits toward a Master of Science in Accounting and Finance.

3. STUDY HOURS

Credits: 3

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading (Technical reading)	Assignment & Unit Tests (Case studies, Learning journals, Infographics)	Tool Kit & Research (Research, analysis, writing)	
45	50	50	50	195

4. ROLE IN CURRICULUM

This course will create an understanding and application of ethical values and professional skills that the candidates will need to demonstrate in Strategic Professional exams. It helps focus the thinking processes on real world work scenarios, develop understanding and skills on how to approach the challenges presented.

Upon completion of this course, the candidate will have completed the Ethics and Professional Skills Module (EPSM) which is one of the three key requirements towards ACCA membership (the others being exams and experience) and will have earned credits for the Master of Science in Accounting and Finance.

Prerequisites

Basic computer skills utilising internet, word processing, spreadsheet (Excel), and presentation (Power Point) software are recommended for all accounting courses. Generally, all assignments are to be prepared on the computer and presented in a format that would be acceptable in a business environment.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course covers the development of the professionals skills needed to demonstrate in Strategic Professional exams. It helps focus the candidates thinking on real world scenarios, developing understanding and skills on how to approach the challenges presented. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Demonstrate the application, ethics and professional (CK1) Demonstrate the application of the concepts in ethics and professionalism in all class activities and outputs.	Apply	PK1
Cognitive Skills	Level of Learning	Related PLO
Analyze business ethics using ethical principles (CC1) Analyze the ethical implications of business transactions and arrangements using a conceptual framework on ethics and professionalism.	Evaluate	PK1
Craft ethical code fostering employee integrity (CC2) Compose a business workplace policy to guide employees to a higher level of ethical behavior.	Create	PK2
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Design workplace ethics infographics (CCIT1) Construct infographics (on the areas of the ethics and professional concepts) which will be used in their workplaces.	Create	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Guide teams in ethical decision-making for business finance and operations (CIP1) Lead employees and teams to prevent and resolve ethical dilemmas in financial and operational management of businesses.	Apply	PIP2

6. TEACHING METHODS

This course is a hybrid of online and in-person classes, class activities and assignment-based; controlled-case studies; assigned homework and in-class quizzes and exams will support learning to material covered in class.

The ACCA EPSM module will also be accessed in the completion of case studies and summative assessments at the end of each unit. This will also be accessed for the end of course assessment.

7. ASSESSMENT AND GRADING

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

SKILL	Assessment					Skill Weighting for Grade
	Participation	Quiz	Assignment (End of Unit Activity)	Midterm (Case Studies)	Final	
Demonstrate the application, ethics and professional (CK1)	50%	20%	10%		20%	5%
Analyze business ethics using ethical principles (CC1)	15%	35%	40%		10%	50%

Craft ethical code fostering employee integrity (CC2)		45%	5%	40%	10%	30%
Design workplace ethics infographics (CCIT1)		60%		40%		5%
Guide teams in ethical decision-making for business finance and operations (CIP1)			30%	60%	10%	10%

During the course, the following will be required for completion:

1 - Quizzes

Assigned period quizzes on reading assignments to be completed by the posted due date.

2 - End of Unit Activity for each Unit's Summative Assessment as required by ACCA

The Learning Journals will be marked as a requirement for this course. The completion of the summative assessment will be for the completion of the ACCA EPSM module.

3 - Research on the Integrated Case Study

Work arrangement: Individual

Output format : Folder in the Google Classroom (word, excel, powerpoint, canva)

Language : English

Assignment : The candidates are to complete research on an integrated case study as provided in Unit 8 of the EPSM (ACCA).

4 - Final Assessment of the EPSM

The candidate's score on the final assessment under the EPSM will be applied to this course grading system.

8. STUDY PLAN

The course will be completed in 13 sessions in the study plan below. Each session is 3.5 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	Ethics & Professionalism 1. Explain how integrity supports CPAs in maintaining judgment and resisting pressure. 2. Discuss the relationship between values, ethics, and legal obligations in decision making. 3. Describe how the pillars of character, moral philosophies, and public interest considerations influence ethical reasoning in accounting. 4. Explain Kohlberg's stages of moral development and Rest's model in relation to ethical decision making. 5. Describe the link between moral intensity, virtue, and ethical reasoning in decision making. 6. Apply ethical decision-making models, including the Integrated Ethical Decision Making Model, "Giving Voice to Values" technique, and ACCA EPSM Unit 1, to case studies. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on fundamental ethics framework and personal ethics diagnostic and reflective exercise</i> Homework 1. Learning Journal for Ethics and Professionalism 2. Toolkit Infographics for Ethical Guide Action in ACCA EPSM: 1. Submit Case Study 2. Perform personal ethics diagnostics 3. Unit Quiz

2	Personal Effectiveness - Describe the link between organizational climate and ethical leadership. - Explain the link between organizational ethics, individual ethics, and corporate culture. - Analyze why and how organizational culture is formed. - Discuss the views of employees about ethics in their organizations. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz for personal effectiveness topics</i> Homework: - Learning Journal for Personal Effectiveness - Toolkit Infographics for Ethical Guide Action in ACCA EPSM: - Submit Case Study - Unit Quiz
3	Personal Effectiveness - Describe the causes of fraud, detection methods, and preventative controls. - Explain the components of corporate governance and their relationship to corporate culture. - Analyze the moral basis for whistleblowing and accountants' obligations to whistleblow - Apply the concepts under ACCA EPSM Unit 2. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz for personal effectiveness topics</i>
4	Communication and Interpersonal Skills Apply the concepts under ACCA EPSM Unit 6. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz for communication and interpersonal skills</i> Homework: - Learning Journal for communication and interpersonal skills - Toolkit Infographics for communication and interpersonal skills Action in ACCA EPSM: - Submit Tasks - Unit Quiz
5	Communication and Interpersonal Skills Apply the concepts under ACCA EPSM Unit 6. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz for communication and interpersonal skills</i> Homework: - Learning Journal for communication and interpersonal skills - Toolkit Infographics for communication and interpersonal skills Action in ACCA EPSM: - Submit Tasks - Unit Quiz

6	Commercial Awareness 1. Describe the motivation for earnings management. 2. Explain what earnings management seeks to accomplish. 3. Discuss how earnings management judgments are made. 4. Describe the various devices used to manage earnings. 5. Explain the workings of financial shenanigans. 6. Explain the causes and effects of financial restatements. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on fundamental ethics framework</i> Homework 1- Learning Journal on Commercial Awareness 2- Toolkit Infographics on developing commercial awareness
7	Commercial Awareness 7. Apply the concepts under ACCA EPSM Unit 4. CLO: CK1, CC1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> Action in ACCA EPSM: 1- Action Plan 2- Unit Quiz
8	Leadership and Team Working 1. Explain the characteristics of ethical leaders. 2. Distinguish between types of leaders. 3. Discuss how moral intensity and organizational culture influences leadership in accounting. 4. Explain the implications of ethical leadership failure on whistleblowing. 5. Describe the role of GVV on ethical leadership. 6. Describe the characteristics of competent leaders. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on fundamental ethics framework</i> Homework 1- Learning Journal on Leadership and Team Working 2- Toolkit Infographics on tools for leadership and team working
9	Leadership and Team Working 7. Apply the concepts under ACCA EPSM Unit 5. CLO: CK1, CC1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> Action in ACCA EPSM: 1- Unit Quiz
10	Innovation and Scepticism 1. Explain how professional judgment, skepticism, and ethical decision-making influence public interest. 2. Discuss the threats and safeguards approach to independence and how nonattest services can impair audit independence. 3. Describe the process for resolving ethical conflicts that affect integrity and objectivity. 4. Distinguish between audit requirements for errors, fraud, and illegal acts, including fraud risk assessment procedures and the Fraud Triangle. 5. Explain the standards for audit reports, characteristics of professional skepticism, and apply concepts from ACCA EPSM Unit 3. CLO: CK1, CC1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on fundamental ethics framework</i> Homework 1. Learning Journal on Innovation and Scepticism 2. Toolkit Infographics on attitude of Scepticism

11	Data Analytics 1. Apply the concepts under ACCA ESPM Unit 7. CLO: CK1, CC1, CC2, CIT1, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on fundamental ethics framework</i> Homework 1- Learning Journal on Data Analytics 2- Toolkit Infographics on Data Analytics
12	Integrated Case Study CLO: CC2, CIP1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> Action in ACCA EPSM: Submit results of Integrated Case Study
13	Strategic Professional Support 1. Apply the concepts under ACCA EPSM Unit 9. CLO: CK1, CC1	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i>
14	Foundations of Ethics in Finance 1. Explain how integrity supports CPAs in maintaining judgment and resisting pressure. 2. Discuss the relationship between values, ethics, and legal obligations in decision-making. 3. Describe the importance of trust in financial ethics and professional standards. 4. Differentiate between ethics and morality in finance. 5. Identify key challenges in maintaining ethical standards.	<i>Technical Presentation and Class discussion.</i>
15	Ethical Decision-Making and Professional Conduct 1. Explain Kohlberg's stages of moral development and Rest's model in relation to ethical decision-making. 2. Describe how moral intensity, virtue, and ethical reasoning impact financial decisions. 3. Discuss conflicts of interest and their effects on professional conduct. 4. Explain fiduciary duties, transparency, and fair dealing in financial services. 5. Analyze ethical responsibilities in handling confidential information and additional compensation arrangements.	<i>Technical Presentation and Class discussion.</i>
16	Practical Application of Ethical Standards 1. Apply ethical decision-making models, including the Integrated Ethical Decision-Making Model and "Giving Voice to Values" technique. 2. Explain ethical challenges in fund management, investment recommendations, and financial disclosures. 3. Discuss insider trading regulations and their impact on professional conduct. 4. Evaluate ethical considerations in conflicts of interest and transparency in financial analysis. 5. Understand ACCA EPSM Unit 1 and its applications in ethical decision-making.	<i>Technical Presentation and Class discussion.</i>

9. TEXTBOOKS AND REFERENCES

Textbooks

1. ACCA Ethics & Professional Skills Online Interactive module

References

1. TEXTBOOK: Ethical Obligations and Decision Making in Accounting, 4th ed.
AUTHORS: Mintz & Morris PUBLISHER: McGraw Hill Education
Online: ISBN: 9781259543470 Hardcopy: ISBN: 9781260377200

PERFORMANCE MANAGEMENT

ACCT 521

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Performance Management (PM) begins by focusing on the information needs, technologies and systems required by organisations to manage and measure performance in the modern, competitive environment. It introduces more specialised costing and management accounting topics. Decision-making techniques on problems surrounding scarce resources, pricing and make-or-buy decisions, and how this relates to the assessment of performance. Risk and uncertainty are a factor of real-life decisions and candidates need to understand risk and be able to apply some basic methods to help resolve the risks inherent in decision-making. Budgeting techniques, including quantitative techniques, and the problems inherent in them are focused on as well. In addition the behavioural aspects of budgeting are important to be understood. Standard costing and variance are built on. Mix and yield variances and planning and operational variances are explored and are linked to performance management. The course concludes with the performance measurement and control which is the major area of the syllabus. It highlights the importance of financial and non-financial performance measures in management and should also appreciate the difficulties in assessing performance in divisionalised businesses and the problems caused by failing to consider the external influences on performance.

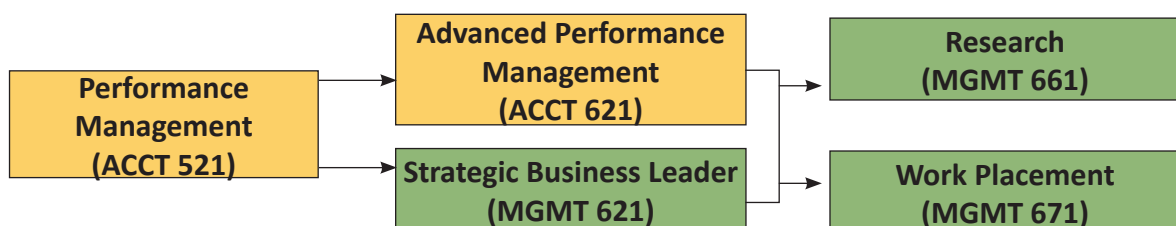
2. REASON FOR THE COURSE

This course aims to develop knowledge and skills in the application of management accounting techniques to quantitative and qualitative information for planning, decision-making, performance evaluation, and control.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading (Technical reading)	Review (Case studies)	Assignment (Research, analysis writing)	
90	60	45	65	260

4. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite in addition to the program entry requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover six main areas: Information, technologies and systems for organisational performance, Specialist cost and management accounting techniques, Decision-making techniques, Budgeting and control, and Performance measurement and control. In addition, it also covers employability and technology skills. On successful completion of this course, candidates will be able to:

Knowledge	Level of Learning	Related PLO
Explain information systems (CK1) Explain the information, systems and development in technology required for organisations to manage and measure performance	Understand	PK1
Explain cost accounting techniques (CK2)	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Demonstrate decision-making techniques (CC1) Demonstrate decision-making techniques such as efficient and effective use of scarce business resources and appreciating the risks and uncertainty to facilitate business decisions controlling risks.	Apply	PC1
Demonstrate budgeting techniques (CC2) Demonstrate appropriate budgeting techniques, methods for planning and control as well as standard costing systems to measure and control business performance and to identify remedial action.	Apply	PC3
Interpret performance measurement techniques (CC3) Interpret performance measurement techniques using both a financial and non-financial viewpoint of a company, appreciating the problems of controlling divisionalised businesses and the importance of allowing for external aspects.	Apply	PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Construct Performance Analysis (CCIT1) Construct Performance Measurement Analysis of a company in Cambodia using financial and non-financial information in a spreadsheet which can be used by the company.	Create	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Communicating for research (CIP1) Communicate with executive managers during the research and create a performance measurement and analysis for an existing company in Cambodia.	Apply	PIP2

6. TEACHING METHODS

This course is a hybrid of online and in-person classes, class activities and assignment-based output; simulations; assigned homework and in-class tests will support learning to material covered in class.

7. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring					Weighting for Course Grade
	Participation	In-class Tests	Controlled Case Studies	Research Assignment	Final Exam	
Explain information systems (CK1)	50%				50%	2%
Explain cost accounting techniques (CK2)	10%	50% Quiz 1	20% CCS 1		30%	11%
Demonstrate decision-making techniques (CC1)	10%	50% Quiz 1	20% CCS 1		30%	20%
Demonstrate budgeting techniques (CC2)	10%	50% Quiz 2	20% CCS 1		30%	20%
Interpret performance measurement techniques (CC3)	10%		50% CCS 2	20%	30%	20%
Construct Performance Analysis (CCIT1)				100%		25%
Communicating for research (CIP1)				100%		2%

During the course, there are 4 Simulations and Research assignment:

1- Learning Paper on Simulation that will be completed individually:

Controlled Case Study No. 1 on *Decision-making Techniques*

Controlled Case Study No. 2 on *Performance Measurements*

2- A Research on Management Accounting System for a small and medium-sized business based in Cambodia

Work arrangement: Group of 2

Output format : APA Format Report

The research proposal will be on a pre-formatted excel spreadsheet.

Language : English

Assignment : The assignment is to prepare a performance analysis report on a company in Cambodia using their financial and non-financial information using the financial ratio analysis, Balance Card and the Building Block Model as appropriate. A suitable explanation of the results of this analysis should be provided.

3- Rubrics will be issued for the Research Paper.

8. STUDY PLAN

The course targets the 25 lessons in the study plan below. Each lesson is 3 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	Activity-based Costing a) Identify appropriate cost drivers under ABC. b) Calculate costs per driver and per unit using ABC. (CLO: CK2)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on computation of Absorption costing versus Activity Based Costing using exam-type questions (Constructive Response format) - Google Form via Google Classroom.</i>
3	Target Costing a) Derive a target cost in manufacturing and service industries. b) Explain the difficulties of using target costing in service industries and suggest how a target cost gap might be closed. Throughput Accounting a) Calculate and interpret a throughput accounting ratio (TPAR) and suggest how a TPAR could be improved. b) Apply throughput accounting to a multi-product decision-making problem.[2] (CLO: CK2)	<i>Technical Presentation and class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on computation of Target Cost and Target Cost Gap using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on computation of Throughput using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
4	Lifecycle Costing a) Identify the costs involved at different stages of the life-cycle. b) Derive a life-cycle cost or profit in manufacturing and service industries. Environmental Accounting a) Discuss the issues organisations face in the management of environmental costs. b) Describe the different methods an organisation may use to account for its environmental costs. (CLO: CK2)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on computation of Lifecycle costing and discussing Approaches to Environmental Accounting using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
5	Cost volume profit analysis (CVP) a) Explain the nature of CVP analysis b) Calculate and interpret the break-even point and margin of safety, contribution to sales ratio, in single and multi-product situations, and demonstrate an understanding of its use. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity - Solving questions via class discussion and results are shown through OneNote</i> <i>Quiz on CVP Analysis</i> <i>Homework on CVP Analysis using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Technical Paper on CVP Analysis for Self-Study</i>
6	Limiting factor Analysis a) Determine the optimal production plan where an organisation is restricted by a single limiting factor, including within the context of make-or-buy decisions. b) Formulate and solve multiple scarce resource problems using both linear programming graphs and using simultaneous equations as appropriate. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity - Solving questions via class discussion and results are shown through OneNote</i>

7	Limiting factors Analysis (continuation) a) Explain and calculate shadow prices (dual prices) and discuss their implications for decision-making and performance management. b) Calculate slack and explain the implications of the existence of slack for decision-making and performance management. (Excluding simplex and sensitivity to changes in objective functions) (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Limiting Factor Analysis</i> <i>Homework on Linear Programming using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Technical Paper on Linear Programming for Self-Study</i>
8	Pricing Decisions a) Explain the factors that influence the pricing of a product or service. b) Calculate and explain the price elasticity of demand. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Technical Paper on Pricing for Self-Study</i>
9	Pricing Decisions (continuation) a) Determine prices and output levels for profit maximisation using the demand-based approach to pricing (both tabular and algebraic methods). b) Explain different price strategies. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Pricing Decisions</i> <i>Homework on Pricing using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Simulation no. 2 - Pricing Decisions</i>
10	Short-term decisions Relevant cost analysis a) Explain the concept of relevant costing. b) Identify and calculate relevant costs for specific decision situations from given data. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on computation of Absorption costing versus Activity Based Costing using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
10	Make or Buy Decisions a) Calculate and compare "make" costs with "buy-in" costs and compare in-house costs and outsource costs of completing tasks and consider other issues surrounding this decision. b) Apply relevant costing principles in situations involving shut down, one-off contracts and the further processing of joint products. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Make or Buy Decision using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
11 12 13	Dealing with risks and uncertainty in decision-making a) Suggest research techniques to reduce uncertainty e.g. focus groups, market research. b) Explain the use of simulation, expected values and sensitivity. c) Apply expected values and sensitivity to decision-making problems. d) Apply the techniques of maximax, maximin, and minimax regret to decision-making problems including the production of profit tables. e) Interpret a decision tree and use it to solve a multi-stage decision problem. f) Calculate the value of perfect and imperfect information. (CLO: CC1, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Pricing using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Controlled Case Study no. 1 - Short Term Decision Making (including CVP Analysis, Make or Buy decisions and Linear Programming)</i> <i>Release of the details of the Research Project.</i>

14	Budgetary systems and types of budget a) Select and explain appropriate budgetary systems for an organisation, including top-down, bottom-up, rolling, zero-based, activity-based, incremental and feed-forward control. b) Indicate the usefulness and problems with different budget types (including fixed, flexible, zero-based, activity-based, incremental, rolling, top-down, bottom-up, master, functional). (CLO: CC2, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Budgeting using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
15	Budgetary systems and types of budget (Continuation) a) Prepare flexed budgets, rolling budgets and activity-based budgets. b) Explain the beyond budgeting model, including the benefits and problems that may be faced if it is adopted in an organisation. (CLO: CC2, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Budgeting</i>
16	Quantitative Analysis in Budgeting a) Analyse fixed and variable cost elements from total cost data using high/low method. b) Apply the learning curve model to a budgetary problem, including calculations on steady states (CLO: CC2, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Quantitative Analysis using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
17	Standard Costing a) Outline the methods used to derive standard costs and discuss the different types of cost possible. b) Explain and illustrate the importance of flexing budgets in performance management and apply the principle of controllability in the performance management system. (CLO: CC2, CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Variances for single product using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
18	Material Mix & Yield Variances a) Calculate, identify the cause of, and explain material mix and yield variances and explain the wider issues involved in changing material mix e.g. cost, quality and performance measurement issues. b) Identify and explain the relationship of the material usage variance with the material mix and yield variances. (CLO: CC2, CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Mix & Yield Variances using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
18	Sales Mix & Quantity Variances a) Calculate, identify the cause of, and explain sales mix and quantity variances. b) Identify and explain the relationship of the sales volume variances with the sales mix and quantity variances. (CLO: CC2, CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Variances</i> <i>Homework on Sales Mix and Quantity Variances using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
19	Planning & Operational Variances a) Calculate a revised budget and identify and explain those factors that could and could not be allowed to revise an original budget. b) Explain and discuss the manipulation issues involved in revising budgets. (CLO: CC2, CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Planning & Operational Variances using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Simulation no. 3 - Budgeting and Variances</i>

20	Performance Analysis a) Analyse and evaluate past performance using the results of variance analysis. b) Discuss the behavioural problems resulting from using standard costs in rapidly changing environments. (CLO: CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Performance Analysis using Jamboard or Padlet (short insight on assigned reading).</i>
21	Performance Analysis in private sector organisations a) Describe, calculate and interpret financial performance indicators (FPIs) for profitability, liquidity and risk in both manufacturing and service organisations. Suggest methods to improve these measures. b) Describe, calculate and interpret non-financial performance indicators (NFPIs) and suggest methods to improve the performance indicated. c) Analyse past performance and suggest ways for improving financial and non-financial performance. d) Explain the causes and problems created by short-termism and financial manipulation of results and suggest methods to encourage a long-term view. e Explain and interpret the BalancedScorecard, and the Building Block model proposed by Fitzgerald and Moon. f) Discuss the difficulties of target setting in qualitative areas. (CLO: CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Performance Analysis</i> <i>Homework on Performance Measurement using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Controlled Case Study no. 2 - Performance Measurements</i>
22 23	Divisional performance and transfer pricing a) Explain and illustrate the basis for setting a transfer price using variable cost, full cost and the principles behind allowing for intermediate markets. b) Explain how transfer prices can distort the performance assessment of divisions and decisions made. c) Explain the meaning of, and calculate, Return on Investment (ROI) and Residual Income (RI), and discuss their shortcomings. d) Compare divisional performance and recognise the problems of doing so. (CLO: CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Divisional Performance Analysis</i> <i>Homework on Divisional Performance Analysis using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
24	Performance analysis in not-for-profit organisations and the public sector a) Comment on the problems of having non-quantifiable objectives in performance management. b) Explain how performance could be measured in this sector. c) Outline Value for Money (VFM) as a public sector objective. (CLO: CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Performance Analysis of NFP organizations using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
25	External considerations and impact on performance a) Explain the need to allow for external considerations in performance management, including stakeholders, market conditions and allowance for competitors. b) Suggest ways in which external considerations could be allowed for in performance management. c) Interpret performance in the light of external considerations. (CLO: CC3, CCIT1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Performance Analysis using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>

25	Management Information Systems & data analytics a) Explain the role of information systems in organisations. b) Discuss the costs and benefits of information systems. c) Discuss the challenges and risks of implementing and using big data and data analytics in an organisation. Sources of Information a) Identify the principal internal and external sources of management accounting information. b) Demonstrate how these principal sources of management information might be used for control purposes. (CLO: CK1)	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework using exam-type questions (MCQ format) - Google Form via Google Classroom</i>
27-31	Intensive Exam Reviews	

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

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publishing, Workbook/Textbook, Performance Management (latest edition)
2. Kaplan Publishing, Practice & Revision Kit, Performance Management (latest edition)

References

1. BPP Learning Media, Workbook/Textbook, Performance Management (latest edition)
2. BPP Learning Media, Practice & Revision Kit, Performance Management (latest edition)

ADVANCED PERFORMANCE MANAGEMENT

ACCT 621

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course introduces candidates to the strategic role of management accounting as a discipline for planning and controlling performance so that strategic objectives can be set, monitored and controlled. The course recognises the impact of external factors on strategic management issues and covers the risks these factors present and how they can be measured and managed. The course then moves to the application of high-level performance measurement techniques in a variety of contexts, including not-for-profit organisations and multinational businesses while adopting the role of an advisor to senior management or independent clients on how to assess and control the performance of an entity, including the recognition of whether a business is facing difficulties or possibly failure. The course concludes with corporate failure where candidates assess whether a business is facing difficulties or possibly failure.

2. REASON FOR THE COURSE

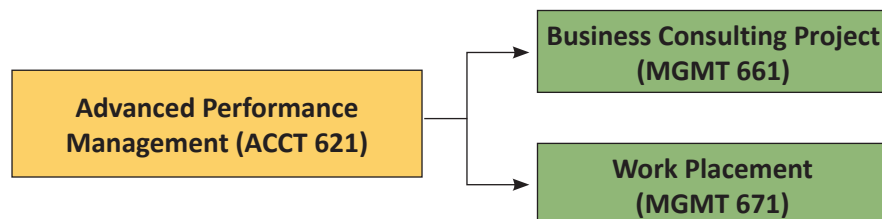
This course aims to apply relevant knowledge, skills and exercise professional judgement in selecting and applying strategic management accounting techniques in different business contexts to contribute to the planning, control and evaluation of the performance of an organisation and its strategic and operational development.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	75	75	150	225

4. ROLE IN CURRICULUM



Prerequisites

The prerequisite for this course is Performance Management.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

On successful completion of this exam, candidates should be able to:

- A. Use strategic planning and control models to plan and monitor organisational performance
- B. Assess the impact of risk and uncertainty on organisational performance

- C. Identify and evaluate the design features of effective performance management information and monitoring systems and recognise the impact of developments in technology on performance measurement and management systems.
- D. Apply appropriate strategic performance measurement techniques in evaluating and improving organisational performance
- E. Advise clients and senior management on strategic business performance evaluation and on recognising vulnerability to corporate failure
- F. Employability and technology skills.

Knowledge	Level of Learning	Related PLO
Understand and identify Accounting Techniques (CK2, A, C) Understand and identify changes in accounting techniques due changes in external business environment and information availability.	Understand	PK1
Explain and apply Performance Management (CK2, A, D) Explain and apply relevant models to identify the business current position in order to manage performance to meet objectives and mission statements.	Apply	PK1
Cognitive Skills	Level of Learning	Related PLO
Prepare, process and present cost Information Management (CC1, A, B) Prepare, process and present cost information to support management in planning and decision-making in a variety of business contexts.	Apply	PC6
Analyse Strategic Budget (CC3, A, D) Analyse different types of budgets suitable for planning and controlling different divisions at different stages of growth.	Apply	PC6
Navigate Responsibility Centers (CC4, D) Discuss transfer pricing, divisional performance and reward management in relation to different types of responsibility centres.	Analyse	PC1
Calculate and interpret Performance Measurement Impact (CC5, F) Calculate and interpret the results of NPV, IRR, and MIRR calculations on performance measurement and management.	Apply	PC3
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Use Excel Proficiency in Financial Analysis (CCIT1, F) Use spreadsheet to calculate NPV, IRR and MIRR	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Develop Professional Skills (CIP1, F) Develop professional skills on presentation, commercial acumen, skepticism and analysis and evaluation.	Develop	CCIT1, F

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring			Total CLO Score	Skill Weighting for Grade
	Participation	Take-home case studies (3)	Final Exam		
Identify and explain Accounting Techniques (CK2, A, C)	100%			100%	20%
Explain and apply Performance Management (CK2, A, D)	100%			100%	10%

Prepare, process and present cost Information Management (CC1, A, B)		50%	50%	100%	20%
Analyse Strategic Budget (CC3, A, D)		40%	60%	100%	10%
Navigate Responsibility Centers (CC3, D)		40%	60%	100%	10%
Calculate and interpret Performance Measurement Impact (CC4, F)		40%	60%	100%	10%
Use Excel Proficiency in Financial Analysis (CCIT1, F)		40%	60%	100%	15%
Develop Professional Skills (CIP1, F)		40%	60%	100%	5%

TEACHING AND LEARNING

7. 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.

8. 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 Changes in business structure and management accounting 1. Change in the role of management accountant according to Burns and Scapens	- Lecture - Discussion - Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1 pp 23-25</i>
2	Changes in business structure and management accounting 1. Absorption Costing 2. Marginal Costing 3. Activity Based Costing	- Lecture - Discussion - Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 131-133, Chapter 14 pp 494</i>
3	Changes in business structure and management accounting 1. Activity Based Management 2. Lifecycle Costing	- Lecture - Discussion - Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp134-136, Chapter 12 pp 445-446</i>
4	Changes in business structure and management accounting 1. Target Costing 2. Value Analysis 3. Business Process Re-engineering	- Lecture - Discussion - Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 4 pp 187-191, Chapter 13 pp 463-466</i>

5	Changes in business structure and management accounting 1. Kaizen Costing 2. Data Analytics and Big Data	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 5 pp 204-242, Chapter 13 pp 460-462</i>
6	Changes in business structure and management accounting 1. Management Reports	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 6 pp 251-260</i>
7	Changes in business structure and management accounting 1. Lean Manufacturing 2. Just-In-Time	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 13 pp 467-470, pp 478-480</i>
8	Changes in business structure and management accounting 1. Total Quality Management 2. Cost of Quality	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 13 pp 455-459, pp 466</i>
9	Changes in business structure and management accounting 1. Value Chain Analysis 2. Mc Kinsey's 7S	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 4 pp 180-186</i>
10	Changes in business structure and management accounting 1. Benchmarking and league table 2. Environmental management accounting 3. Integrated Report	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1 pp 27-30, pp 33-41, Chapter 10 pp 378-380, Chapter 14 pp 490-500</i>
11	Impact of external factors on performance management 1. Mission statement, Critical success factor and key performance factors 2. Strategic, Tactical and Operational information	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1 pp 5-20</i>

12	Impact of external factors on performance management 1. Mendelow Stakeholder Analysis	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 2 pp 77-80</i>
13	Impact of external factors on performance management 1. Strategic, Tactical and Operational information 2. PEST Factors	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 2 pp 72-77, pp 83-86, Chapter 4 pp 166-183</i>
14	Strategic planning and control 1. SWOT Analysis	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1 pp 42-43</i>
15	Strategic planning and control 1. Porter's Five Forces	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 2 pp 74-77</i>
16	Strategic planning and control 1. BCG Matrix 2. Porter's Generic Choices	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1 pp 44-51</i>
17	Impact of Risk and Uncertainty 1. Relevant Costing 2. Cost-Volume-Profit Analysis 3. Sensitivity Analysis	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 2 pp 90-91</i>
18	Impact of Risk and Uncertainty 1. Maximax 2. Maximin 3. Minimax Regret 4. Expected Values	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 2 pp 92-100</i>
19	Divisional performance and transfer pricing issues 1. Divisionalisation 2. Transfer Pricing	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 4 pp 167, Chapter 9 pp 344-350</i>

20	Divisional performance and transfer pricing issues 1. Methods of Transfer Pricing 2. International Transfer Pricing	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 351-353</i>
21	Performance management and control 1. Budgetary control 2. Hopwood Management Style	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 115-116, Chapter 7 pp 280-281</i>
22	Performance management and control 1. Fixed Budgets 2. Incremental Budgets	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 117-123</i>
23	Performance management and control 1. Zero Based Budgeting 2. Rolling Budgets	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 124-130</i>
24	Performance management and control 1. Flexed Budgets 2. Activity Based Budgeting 3. Planning and operational variances	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 131-134, pp 139-142, pp 144-145</i>
25	Performance management and control 1. Responsibility Accounting 2. Human Resource Management (HRM)	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 7 pp270-275, Chapter 9 pp 325</i>
26	Performance management and control 1. Benefits and Problems with linking reward schemes and performance	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 7 pp 276-279</i>
27	Strategic Performance Measurement 1. Peter Drucker on Objectives and what gets measured gets done 2. Financial Performance Indicators	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 8 pp 290-298</i>

28	Strategic Performance Measurement 1. Net Present Value 2. Internal Rate of Return 3. Modified Internal Rate of Return	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 8 pp 299-302</i>
29	Strategic Performance Measurement 1. Return on Investment 2. Residual Income	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 326-333</i>
30	Strategic Performance Measurement 1. Variances 2. Non Financial Performance Indicators	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 3 pp 142-144, Chapter 10 pp 393-403</i>
31	Strategic Performance Measurement 1. Mean, Median, Mode 2. Value Based Management	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 334-343</i>
32	Strategic Performance Measurement 1. Economic Value Added	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 334-343</i>
33	Strategic Performance Measurement 1. Economic Value Added	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 334-343</i>
34	Strategic Performance Measurement 1. Economic Value Added	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 9 pp 334-343</i>
35	Strategic Performance Measurement 1. Balanced Scorecard	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp 404-410</i>

36	Strategic Performance Measurement 1. Balanced Scorecard	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp 404-410</i>
37	Strategic Performance Measurement 1. Performance Pyramid	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp417-421</i>
38	Strategic Performance Measurement 1. Performance Pyramid	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp 417-421</i>
39	Strategic Performance Measurement 1. Building Block Model	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp411-416</i>
40	Strategic Performance Measurement 1. Building Block Model	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 11 pp411-416</i>
41	Strategic Performance Measurement 1. Non-for-profit-organisation and Value For Money	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 10 pp 369-377</i>
42	Strategic Performance Measurement 1. Six Sigma	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 13 pp 471-475</i>
43	Strategic Performance Measurement 1. Six Sigma	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 13 pp 471-475</i>

44	Strategic Performance Measurement 1. Benefits of Performance Measurement	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 8 pp 287-292</i>
45	Strategic Performance Measurement 1. Berry, Broadbent and Otley Problems of Performance Measurement	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 7 pp 279, Chapter 11 pp393-395</i>
46	Strategic Performance Measurement 1. Application to Case Scenario	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1</i>
47-50	Strategic Performance Measurement 2. Application to Case Scenario	• Lecture • Discussion • Practice past year questions Reading: <i>References: Kaplan Study Text Chapter 1</i>

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

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publishing, *Advanced Performance Management*, (For exams from 1 September 2020 to 30 June 2021).



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STRATEGIC BUSINESS REPORTING

ACCT 611

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course begins with a review of key IASB's Conceptual Framework for Financial Reporting and to use the Framework as a basis for judgement in applying IFRS in corporate reports. After learning the Framework and other related reports, this course continues to IFRS relating to Assets, followed by Liabilities, Financial Instruments and Deferred Taxes. Then, we will cover specific standards on the accounting of share-based payments and pensions. In the middle of the course, we will learn IFRS that applies after the reporting entity's year end. At this point, students will learn enough IFRS to begin consolidation of subsidiaries, associates, joint ventures and joint operations; acquisitions, disposals and foreign subsidiaries. Finally, at the end of this course, we will learn group cash flow.

2. REASON FOR THE COURSE

The aim of the syllabus is to discuss, apply and evaluate the concepts, principles and practices that underpin the preparation and interpretation of corporate reports in various contexts including the ethical assessment of managements' stewardship and the information needs of a diverse group of stakeholders.

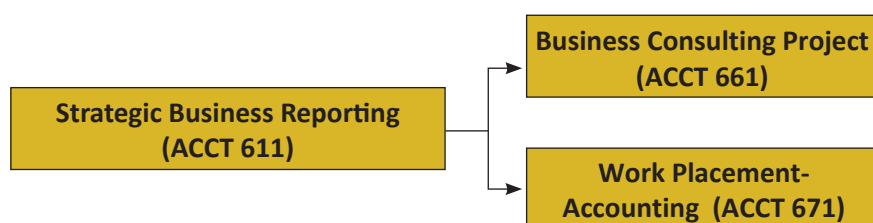
The syllabus for Strategic Business Reporting, assumes knowledge acquired at the Bachelor level including the core technical capabilities to prepare and analyse financial reports for single and combined entities.

The syllabus requires students to examine corporate reporting from a number of perspectives, not only from the point of view of the preparer of corporate reports, but also from the perspective of a variety of different stakeholders such as finance providers. The syllabus further requires the assessment and evaluation of the reporting decisions made by management and their implications for a range of stakeholders and entities. It also explores the professional and ethical responsibilities of the accountant to these stakeholders.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	75	75	150	225

4. ROLE IN CURRICULUM



Prerequisites

Students must have completed International Financial Reporting ACCT 511 or equivalent before continuing with this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover four main areas: regulatory frameworks, international financial reporting standards, consolidation and group cash flows. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Applying IFRS and IFRS for SMEs Requirements (CK1) Explain the relevant IFRS and IFRS for SMEs requirements that may apply to a given business transaction.	Understand	PK5
Cognitive Skills	Level of Learning	Related PLO
Apply IFRS Application in Complex Transactions (CC1) Apply IFRS to a broad range of transactions and recognition of assets and liabilities common to large companies and multinationals.	Apply	PC6
Crafting IFRS-Compliant Statements (CC2) Construct the four main financial statements for both single companies and large complex groups in compliance with IFRS.	Create	PC6
Critically evaluate the rationale and judgments involved in applying IFRS (CC3) Defend the choices and judgments used in applying IFRS.	Evaluate	PC6
Assessing the Impact of Subsidiary Acquisition (CC4) Advise on the financial impact of the acquisition of a subsidiary.	Evaluate	PC1
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Leveraging Spreadsheets for Financial Reporting (CCIT1) Utilize spreadsheets to facilitate financial statement analysis and financial reporting.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Critically evaluate ethical professionalism and professional skepticism (CIP1) Exercise ethical professionalism and professional skepticism in financial reporting and analysis.	Evaluate	PIP1

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring			Total CLO Score	Skill Weighting for Grade
	Participation	Take-home case studies (3)	Final Exam		
Explain IFRS and IFRS for SMEs Requirements (CK1)	100%			100%	20%
Apply IFRS in Complex Transactions (CC1)	100%			100%	10%
Craft IFRS-Compliant Statements (CC2)		50%	50%	100%	20%
Critically evaluate the rationale and judgments involved in applying IFRS (CC3)		40%	60%	100%	10%
Assess the Impact of Subsidiary Acquisition (CC4)		40%	60%	100%	10%

Leverage Spreadsheets for Financial Reporting (CCIT1)		40%	60%	100%	10%
Critically evaluate ethical professionalism and professional skepticism (CIP1)		40%	60%	100%	20%

TEACHING AND LEARNING

7. 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.

8. 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	1. IASB Conceptual Framework for Financial Reporting 2. IAS 1 Presentation of Financial Statements 3. Current Issues (CK1)	- Lecture - Discussion Reading: <i>References: Kaplan Study Text Chapter 1 pp 1-26, Chapter 3 pp 39-46, Chapter 23 pp 553-566</i>
2	1. Stakeholders 2. Ratios Analysis 3. Accountant's Ethics 4. IFRS for SME (CK1)	- Lecture - Discussion - Case study Reading: <i>References: Kaplan Study Text Chapter 2 pp 27-36, Chapter 22 pp 517-552, Chapter 17 pp 349-354</i>
3	1. IFRS 13 Fair Value Measurements (CC1, CC3, CCIT1)	- Lecture - Demonstration and discussion - Case Study Reading: <i>References: Kaplan Study Text Chapter 1 pp 16-18</i>
4	1. IAS 16 Property, Plant, Equipment (CC1, CC3)	Case Study Reading: <i>References: Kaplan Study Text Chapter 5 pp 78-82</i>
5	1. IAS 23 Borrowing Cost (CC1, CC3, CCIT1)	- Lecture - Discussion - Group Exercise Reading: <i>References: Kaplan Study Text Chapter 5 pp 85-86</i>

6	1. IAS 38 Intangible Assets (CC1, CC3)	• Lecture • Discussion • Group Exercise Reading: <i>References: Kaplan Study Text Chapter 5 pp 91-94</i>
7	1. IAS 36 Impairment of Assets (CC1, CC3)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 5 pp 95-103</i>
8	1. IAS 40 Investment Properties (CC1, CC3)	• Lecture • Demonstration and discussion • Case study discussion Reading: <i>References: Kaplan Study Text Chapter 5 pp 86-90</i>
9	1. IAS 2 Inventories 2. IAS 20 Accounting for Government Grant and Disclosure of Government Assistance (CC1, CC3)	• Lecture • Demonstration and discussion • Example and exercise Reading: <i>References: Kaplan Study Text Chapter 5 pp 83-84 Chapter 6 pp 121-123</i>
10	1. IFRS 5 Non-Current Assets Held For Sale and Discontinued Operations 2. IAS 41 Agriculture (CC1, CC3)	• Lecture • Demonstration • Example, exercise and group problem solving Reading: <i>References: Kaplan Study Text Chapter 5 pp 103-107, Chapter 6 pp 118-121</i>
11	1. IFRS 16 Leases (CC1, CC3, CCIT1)	• Lecture • Demonstration • Example, exercise and group problem solving Reading: <i>References: Kaplan Study Text Chapter 8 pp 144-150</i>
12	1. IFRS 16 Leases (CC1, CC3, CCIT1)	• Lecture • Demonstration and discussion • Example and exercise Reading: <i>References: Kaplan Study Text Chapter 8 pp 151-168</i>
13	1. IAS 37 Provisions, Contingent Liabilities and Contingent Assets (CC1, CC3)	• Lecture • Case study discussion • Group problem solving Reading: <i>References: Kaplan Study Text Chapter 11 pp 223-233</i>

14	1. IAS 21 The Effects of Changes in Foreign Exchange Rates 2. IAS 12 Taxes (CC1, CC3)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 7 pp 128-136, Chapter 13 pp 296-308</i>
15	1. IAS 32 Financial Instruments: Presentation (CC1, CC3, CCIT1)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 12 pp 241-253</i>
16	1. IFRS 9 Financial Instruments (CC1, CC3, CCIT1)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 12 pp 254-276</i>
17	1. IFRS 9 Financial Instruments 2. IFRS 7 Financial Instruments: Disclosures (CC1, CC3)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 12 pp 277</i>
18	1. IAS 19 Employees Benefits (CC1, CC3)	• Lecture • Demonstration and discussion • Example and exercise Reading: <i>References: Kaplan Study Text Chapter 9 pp 169-184</i>
19	1. IFRS 2 Share-Based Payments (CC1, CC3)	• Lecture • Discussion • Group Exercise Reading: <i>References: Kaplan Study Text Chapter 10 pp 195-218</i>
20	1. IAS 34 Interim Financial Reporting 2. IFRS 8 Operating Segments (CC2, CC4)	• Lecture • Example and exercise • Group problem solving • Case study discussion. Reading: <i>References: Kaplan Study Text Chapter 14 pp 317-322</i>
21	1. IAS 24 Related Party Disclosures (CC1, CC3, CIP1)	• Lecture • Example and exercise • Group problem solving • Case study discussion. Reading: <i>References: Kaplan Study Text Chapter 15 pp 328-336</i>

22	1. IAS 8 Accounting Policies, Changes in Accounting Estimates and Errors (CC1, CC3, CIP1)	• Lecture • Example and exercise • Group problem solving • Case study discussion. Reading: <i>References: Kaplan Study Text Chapter 3 pp 49-51</i>
23	1. IFRS 1 First-Time Adoption of Financial Standards (CC1, CC3)	• Lecture • Case study discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 16 pp 342-346</i>
24	1. IAS 10 Events after the Reporting Period 2. IAS 33 Earnings per Share (CC1, CC3, CIP1)	• Case study discussion Reading: <i>References: Kaplan Study Text Chapter 11 pp 220-222</i>
25	1. IAS 27 Separate Financial Statements 2. IFRS 10 Consolidated Financial Statements (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 358-365, pp 377, pp 392-394</i>
26	1. IFRS 11 Joint Arrangements (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 394-397</i>
27	1. IAS 28 Investment in Associates and Joint Ventures (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 365-367</i>
28	1. IAS 28 Investment in Associates and Joint Ventures 2. IFRS 12 Disclosures of Interest in Other Entities (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 398</i>
29	1. IFRS 3 Business Combinations- Basic Consolidation adjustments (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 378-392</i>

30	1. IFRS 3 Business Combinations- Basic Consolidation adjustments (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 18 pp 378-392</i>
31	1. IFRS 3 Business Combinations- Piecemeal Acquisitions (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 19 pp 416-424</i>
32	1. IFRS 3 Business Combinations- Disposals (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 19 pp 424-437</i>
33	1. IFRS 3 Business Combinations- Foreign Subsidiaries (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 20 pp 455-469</i>
34	1. IFRS 3 Business Combinations- Practice (CC2, CC4)	• Lecture • Demonstration • Case study discussion • Group exercise
35	1. IFRS 3 Business Combinations- Practice (CC2, CC4)	• Lecture • Demonstration • Case study discussion • Group exercise
36	1. IFRS 3 Business Combinations- Practice (CC2, CC4)	• Lecture • Demonstration • Case study discussion • Group exercise
37	1. IAS 7 Statement of Cash Flows (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 21 pp 476-487</i>
38	1. IAS 7 Statement of Cash Flows (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 21 pp 488-503</i>

39	1. IAS 7 Statement of Cash Flows (CC2, CC4)	• Lecture • Discussion • Group exercise Reading: <i>References: Kaplan Study Text Chapter 21 pp 504-515</i>
40	1. Group Reconstruction (CC2, CC4)	• Lecture • Case study discussion • Group problem solving Reading: <i>References: Kaplan Study Text Chapter 19 pp 438-440</i>
41	Exam Review (All CLOs)	
42	Exam Review (All CLOs)	
43	Exam Review (All CLOs)	
44	Exam Review (All CLOs)	
45-50	Final Assignment submission (CC4)	
Total Hours: 75 hours		

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publishing, ACCA Strategic Business Reporting Study Text (For exams from September 2020 to June 2021).

References

1. IFRS Foundation, *IFRS Standards*, 2018.
2. IIRC Integrated Report

AUDIT AND ASSURANCE

ACCT 541

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course aims to develop knowledge, understanding and application of the principles of external audit and the audit process and technical proficiency in the skills used for auditing financial statements. It also aims to develop the skills and proficiency in the preparation of the independent auditor's report.

2. REASON FOR THE COURSE

Audit and Assurance (AA) starts with the nature, purpose and scope of assurance engagements, including the statutory audit, its regulatory environment, and introduces governance and professional ethics relating to audit and assurance. It then leads into planning the audit and performing risk assessment. The course then covers a range of areas relating to an audit of financial statements including the scope of internal control and the role and function of internal audit. These include, evaluating internal controls, audit evidence, and a review of the financial statements. In addition to final review procedures, the course concentrates on reporting, including the form and content of the independent auditor's report.

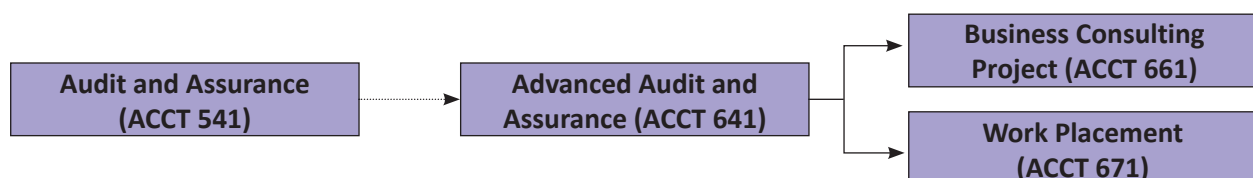
3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading (Technical reading)	Review (Case Studies)	Assignment (Research, Analysis writing)	
90	60	45	65	260

4. ROLE IN CURRICULUM

Below diagram shows links between this course and other courses preceding or following it. This diagram indicates where students are expected to have underpinning knowledge and where it would be useful to review previous learning before undertaking the Audit and Assurance (AA) course.



Prerequisites

There are no prerequisites other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course covers five main areas: Audit framework and regulation, Planning and Risk Assessment, Internal Control, Audit Evidence, and Review & Reporting. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Integrate the concept of audit and assurance (CK1) Integrate the concept of audit and assurance and the functions of audit, corporate governance, including ethics and professional conduct into the audit strategy and audit plan for the client.	Apply	PK1
Demonstrate how the auditor plans an audit (CK2) Demonstrate how the auditor plans an audit of the financial statements by understanding of the entity and its environment and assessing the risk of material misstatement (whether arising from fraud or other irregularities).	Create	PK2
Cognitive Skills	Level of Learning	Related PLO
Recommend improvements (CC1) Recommend improvements following the assessment of the client's internal control systems.	Evaluate	PK1
Develop audit programmes to obtain audit evidences (CC2) Develop audit programmes to obtain audit evidences in accordance with the International Standards on Auditing (ISAs)	Create	PK1
Write an auditor's report containing the auditor's opinion (CC3) Write an auditor's report containing the auditor's opinion after the consideration of the audit evidence, subsequent events, written representations, and the going concern principle.	Create	PK3
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Utilize word software to facilitate the preparation (CCIT1) Utilize word software to facilitate the preparation of learning papers on case studies, assignments, quizzes and mock exams and group term assignment.	Apply	PCIT2
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Participate in a team to prepare audit strategy and audit plan (CIP1) Participate in a team to prepare audit strategy and audit plan for real entities and/or audit simulations.	Apply	PIP2

6. TEACHING METHODS

This course is a hybrid of online and in-person classes, class activities and assignment-based; controlled-case studies; assigned homework and in-class tests will support learning to material covered in class.

7. ASSESSMENT AND GRADING

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

Topic	Assessment					Skill Weighting for Grade
	Participation	Project	Controlled Case Studies	Simulation	Final Controlled Case Study	
Apply Audit framework & Ethic (CK1)	10%	20%	40%		30%	5%
Assessing risks & planning the audit (CK2)	10%	20%	20%	20%	30%	25%
Assess Internal Control Systems (CC1)	10%	20%	40%		30%	15%
Develop audit programmes (CC2)	10%	20%		50%	20%	25%
Develop audit opinion and report (CC3)				100%		20%
Utilize computer skills (CCIT1)				50%		5%
Participate in Audit Simulation (CIP1)				100%		5%

During the course, there are 2 Controlled Case Studies and one term assignment:

1 - Learning Paper on Controlled Case Studies that will be completed individually:

Case Study no. 1 on *Audit Planning and Risk Assessments*

Case Study no. 2 on *Internal Controls and Audit Procedures*

2 - Group Assignment on Audit Simulation

Work arrangement: Group

Output format : Presentation Slide and Working Papers

Language : English

Assignment : Students will be assigned to participate in the audit simulation. They will be in charge of an audit engagement for a particular client and will be given a list of tasks to complete in each phase. They will start the engagement by understanding the client and its environment until the completion stage in which the auditor will issue an audit report. At the end of the term, students are required to do a presentation about their work from each phase, complete the peer assessment, and write a self-reflection about this simulation.

8. STUDY PLAN

The course targets the 25 lessons in the study plan below. Each lesson is 3 class hours each; there are a total of 90 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	Audit and other Assurance Engagements a) Describe audit and assurance engagements and elements of an assurance engagement b) Discuss the concepts of accountability, stewardship and agency. Corporate Governance a) Discuss the objectives, relevance and importance of corporate governance. b) Analyse the structure and roles of audit committees and discuss their benefits and limitations.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i>
2	External Audits a) Describe the regulatory environment within which external audits take place. b) Discuss the reasons and mechanisms for the regulation of auditors.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework using exam-type questions (MCQ format) - Google Form via Google Classroom</i>
3	External Audits c) Explain the statutory regulations governing the appointment, rights, removal and resignation of auditors. d) Describe the limitations of external audits.	<i>Technical Presentation and class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on External Audit and Corporate Governance</i>
4	Professional ethics and ACCA's Code of Ethics and Conduct a) Define and apply the fundamental principles of professional ethics of integrity, objectivity, professional competence and due care, confidentiality and professional behavior. b) Define and apply the conceptual framework, including the threats to the fundamental principles of self-interest, self-review, advocacy, familiarity, and intimidation.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Professional Ethics using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
5	Professional ethics and ACCA's Code of Ethics and Conduct c) Discuss the safeguards to offset the threats to the fundamental principles. d) Describe the auditor's responsibility with regard to auditor independence, conflicts of interest and confidentiality.	<i>Technical Presentation and Class discussion.</i> <i>Quiz on Professional Ethics using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
6	Obtaining, accepting and continuing audit engagements a) Discuss the requirements of professional ethics and ISAs in relation to the acceptance / continuance of audit engagements.. b) Explain the overall objectives and importance of quality control procedures in conducting an audit.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i>

	Objective and general principles a) Identify the overall objectives of the auditor and the need to conduct an audit in accordance with ISAs. b) Explain the need to plan and perform audit engagements with an attitude of professional skepticism, and to exercise professional judgment.	
8 & 9	Assessing audit risks a) Describe the audit risks in the financial statements and explain the auditor's response to each risk. b) Define and explain the concepts of materiality and performance materiality. Understanding the entity, its environment and the applicable financial reporting framework a) Explain how auditors obtain an initial understanding of the entity, its environment and the applicable financial reporting framework. b) Describe and explain the nature, and purpose of, analytical procedures in planning. Fraud, laws and regulations a) Discuss the effect of fraud and misstatements on the audit strategy and extent of audit work. b) Discuss the responsibilities of internal and external auditors for the prevention and detection of fraud and error.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Audit Risks</i> <i>Homework on Audit Risks using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> <i>Technical Paper on Audit Risks</i> Controlled Case Study no. 1 - Audit Planning and Audit Risks
10	Audit planning and documentation a) Identify and describe the contents of the overall audit strategy and audit plan. b) Explain and describe the relationship between the overall audit strategy and the audit plan. c) Explain the need for, and the importance of, audit documentation.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i>
7 & 15	Internal control systems a) Explain why an auditor needs to obtain an understanding of the components of internal control relevant to the preparation of the financial statements. b) Describe and explain the five components of a system of internal control The use and evaluation of systems of internal control by auditors a) Explain how auditors record systems of internal control including the use of narrative notes, flowcharts and questionnaires. b) Discuss the limitations of internal control components. Internal audit and governance, and the differences between external audit and internal audit a) Discuss the factors to be taken into account when assessing the need for internal audit. b) Compare and contrast the role of external and internal audit.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Internal Controls using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>

10	The scope of the internal audit function, outsourcing and internal audit assignments a) Discuss the scope of internal audit and the limitations of the internal audit function. b) Explain outsourcing and the associated advantages and disadvantages of outsourcing the internal audit function. c) Discuss the nature and purpose of internal audit assignments including value for money, IT, financial, regulatory compliance, fraud investigations and customer experience. d) Discuss the nature and purpose of operational internal audit assignments. e) Describe the format and content of internal audit review reports and make appropriate recommendations to management and those charged with governance. Communication on internal control a) Discuss the requirements and methods of how reporting significant deficiencies in internal control are provided to management and those charged with governance. b) Explain, in a format suitable for inclusion in a report to management, significant deficiencies within a system of internal control and provide control recommendations for overcoming these deficiencies to management.] c) Discuss the need for auditors to communicate with those charged with governance.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i>
15&16	Tests of controls a) Describe computer systems controls including general IT controls and information processing controls. b) Describe control objectives, control procedures, control activities, direct controls, indirect controls and tests of controls in relation to: i) The sales system; ii) The purchases system	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Tests of Controls using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
15&16	Tests of controls a) Describe control objectives, control procedures, control activities, direct controls, indirect controls and tests of controls in relation to: i) The payroll system ii) The inventory system	<i>Technical Presentation and Class discussion.</i> <i>Quiz on Tests of Controls</i> <i>Homework on Make or Buy Decision using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
15&16	Tests of controls a) Describe control objectives, control procedures, control activities, direct controls, indirect controls and tests of controls in relation to: v) The bank and cash system vi) Non-current assets	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Release of the details of the Research Project.</i>

11-14	Assertions and audit evidence a) Explain the assertions contained in the financial statements about: i) Classes of transactions and events and related disclosures; ii) Account balances and related disclosures at the period end. b) Describe audit procedures to obtain audit evidence, including inspection, observation, external confirmation, recalculation, re-performance, analytical procedures and enquiry. c) Discuss the quality and quantity of audit evidence. d) Discuss the relevance and reliability of audit evidence. Audit procedures a) Discuss substantive procedures for obtaining audit evidence. b) Discuss and provide examples of how analytical procedures are used as substantive procedures. c) Discuss the problems associated with the audit and review of accounting estimates. d) Describe why smaller entities may have different control environments and describe the types of evidence likely to be available in smaller entities. e) Discuss the difference between tests of control and substantive procedures. Audit sampling and other means of testing a) Define audit sampling and explain the need for sampling. b) Identify and discuss the differences between statistical and nonstatistical sampling. c) Discuss and provide relevant examples of the application of the basic principles of statistical sampling and other selective testing procedures. d) Discuss the results of statistical sampling, including consideration of whether additional testing is required.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on FS Assertions and Audit Procedures using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
20	The audit of Receivables <i>Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to:</i> a) Receivables: i) direct confirmation of accounts receivable ii) other evidence in relation to receivables and prepayments iii) other evidence in relation to current assets and iv) completeness and occurrence of revenue.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on Audit of Receivables</i>
18	The audit of Inventory <i>Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to:</i> b) Inventory: i) inventory counting procedures in relation to year-end and continuous inventory systems ii) cut-off testing iii) auditor's attendance at inventory counting iv) direct confirmation of inventory held by third parties v) valuation and vi) other evidence in relation to inventory.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Inventory using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>

23	The audit of Payables and Accruals Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to: c) Payables and accruals: - supplier statement reconciliations and direct confirmation of accounts payable - obtain evidence in relation to payables and accruals - other evidence in relation to current liabilities and - purchases and other expenses, including payroll.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Payables and Accruals using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
22	The audit of Bank and cash Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to: Bank and cash: - bank confirmation reports used in obtaining evidence in relation to bank and cash - other evidence in relation to bank and - other evidence in relation to cash.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Quiz on the audit of bank and cash</i> <i>Homework on Mix & Yield Variances using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
21 & 23	The audit of Tangible and Intangible Non-Current Assets Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to: Tangible and intangible non-current assets - evidence in relation to non-current assets - depreciation and - profit/loss on disposal. The audit of Non-current liabilities, Provisions and Contingencies Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to: Non-current liabilities, provisions and contingencies: - evidence in relation to non-current liabilities and - provisions and contingencies.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Non-Current Assets using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i> Controlled Case Study no. 4 - Internal Controls and Audit Procedures
23	The audit of Share capital, reserves and director's emoluments Explain the audit objectives and the audit procedures to obtain sufficient, appropriate evidence in relation to: Share capital, reserves and directors emoluments: - evidence in relation to share capital, reserves and directors' emoluments. Automated tools and techniques - Explain the use of automated tools and techniques in the context of an audit, including the use of audit software, test data and other data analytics tools. - Discuss and provide relevant examples of the use of automated tools techniques including test data, audit software and other data analytics tools. The work of others - Discuss why auditors rely on the work of others. - Discuss the extent to which external auditors are able to rely on the work of experts, including the work of internal audit. - Explain the audit considerations relating to entities using service organisations.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on CAATs and the work of others using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>

	d) Explain the extent to which reference to the work of others can be made in the independent auditor's report. Not-for-profit organisations a) Apply audit techniques to not-for-profit organisations.	
24	Subsequent events a) Explain the purpose of a subsequent events review. b) Explain the responsibilities of auditors regarding subsequent events. c) Discuss the procedures to be undertaken in performing a subsequent events review. Going concern a) Define and discuss the significance of the concept of going concern. b) Explain the importance of and the need for going concern reviews. c) Explain the respective responsibilities of auditors and management regarding going concern. d) Identify and explain potential indicators that an entity is not a going concern. e) Discuss the procedures to be applied in performing going concern reviews. f) Discuss the disclosure requirements in relation to going concern issues. g) Discuss the reporting implications of the findings of going concern reviews. Written representations a) Explain the purpose of and procedure for obtaining written representations. b) Discuss the quality and reliability of written representations as audit evidence. c) Discuss the circumstances where written representations are necessary and the matters on which representations are commonly obtained.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Subsequent Events and Written Representations using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
25	Audit finalisation and the final review a) Discuss the importance of the overall review in ensuring that sufficient, appropriate evidence has been obtained. b) Describe procedures an auditor should perform in conducting their overall review of financial statements.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Audit finalisation and audit review using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
25	Audit finalisation and the final review c) Explain the significance of uncorrected misstatements. d) Evaluate the effect of dealing with uncorrected misstatements.	<i>Technical Presentation and Class discussion.</i> <i>Quiz on Audit finalisation and the final review</i>

26	The Independent Auditor's Report a) Identify and describe the basic elements contained in the independent auditor's report. b) Explain unmodified audit opinions in the auditor's report. c) Explain the circumstances in which a modified audit opinion may be issued in the auditor's report.	<i>Technical Presentation and Class discussion.</i> <i>Class Activity using Google Classroom and/or Kahoot!</i> <i>Homework on Independent Auditor's Report using exam-type questions (Constructive Response format) - Google Form via Google Classroom</i>
26	The Independent Auditor's Report d) Explain the impact on the auditor's report when a modified opinion is issued. e) Describe the format and content of key audit matters, emphasis of matter and other matter paragraphs.	<i>Technical Presentation and Class discussion.</i> <i>Quiz on the Independent Auditor's Report</i>
27-31	Intensive Exam Reviews	

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

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Kaplan Publishing, Workbook/Textbook, Audit & Assurance (latest edition)
2. Kaplan Publishing, Practice & Revision Kit, Audit & Assurance (latest edition)

References

1. BPP Learning Media, Workbook/Textbook, Audit & Assurance (latest edition)
2. BPP Learning Media, Practice & Revision Kit, Audit & Assurance (latest edition)

ADVANCED AUDIT AND ASSURANCE

ACCT 641

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course aims to develop students with knowledge and skills in analyzing, evaluating and concluding on the audit and assurance engagement and other audit and assurance issues in the context of best practice and current developments.

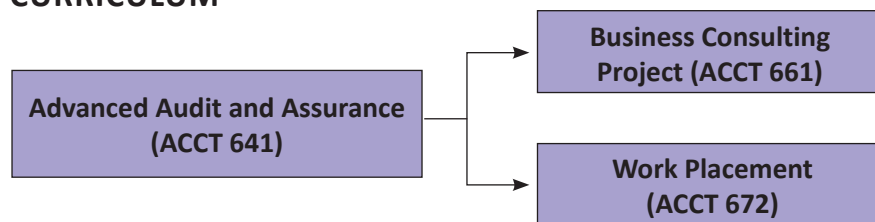
2. REASON FOR THE COURSE

Advanced Audit and Assurance (AAA) starts with a legal and regulatory environment including money laundering, professional and ethical considerations including Code of Ethics and professional liability. Then, it moves to the procedures in practice management including quality control, and the acceptance and retention of professional engagements. Next, it covers the audit of financial statements including planning and evidence gathering. It then covers the completion, evidence evaluation, review and reporting on an audit of historical financial information. The next section moves onto other assignments including prospective financial information, due diligence, forensic audit as well as the reporting of these assignments. The final section covers current issues and developments relating to the provision of the audit related and assurance services.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	96	42	54	267

4. ROLE IN CURRICULUM



Prerequisites

Students must have finished Audit and Assurance (ACCT 541) or equivalent professional certification before attempting this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover the areas of Knowledge, Cognitive Skills, Communication, Information Technology, and Numerical Skills. It also includes an important aspect of a professional accountant which is Interpersonal Skills and Responsibilities. The details are listed in the table below. Therefore, on successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Describe the legal and regulatory environment (CK1) Describe the legal and regulatory environment, the current issues and developments, and its impact on audit and assurance practice.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Recommend the quality control policies and procedures (CC1) Recommend the quality control policies and procedures in relation to the acceptance and retention of the professional appointments.	Evaluate	PC2
Develop audit programmes to achieve the objectives of audit engagements (CC2) Develop audit programmes to achieve the objectives of audit engagements in accordance with the International Standards on Auditing (ISAs)	Create	PC2
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Evaluate the audit evidence (CCIT1) Evaluate the audit evidence and findings to draw conclusions on the audit assignments.	Evaluate	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work effectively on an audit and assurance (CIP1) Work effectively on an audit and assurance engagement within a professional and ethical framework.	Apply	PIP1

6. ASSESSMENT AND GRADING

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

Topic	Assessment			Skill Weighting for Grade
	Participation	Controlled Case Studies (4)	Final Exam	
Describe the legal and regulatory environment (CK1)	50%	30%	20%	10%
Recommend the quality control policies and procedures (CC1)	50%	30%	20%	20%
Develop audit programmes to achieve the objectives of audit engagements (CC2)		40%	60%	30%
Evaluate the audit evidence (CCIT1)		50%	50%	30%
Work effectively on an audit and assurance engagement (CIP1)	50%	40%	10%	10%

During the course, there are 4 Controlled Case Studies and one term assignment:

1 - Learning Paper on Controlled Case Studies that will be completed individually:

Case Study no. 1 on Regulatory Environment

Case Study no. 2 on Quality Control and Practice Management

Case Study no. 3 on Planning and Conducting the audit of financial statements

Case Study no. 4 on Current Issues and Development

TEACHING AND LEARNING

7. 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.

8. STUDY PLAN

The course comprised 75 class hours, divided into 60 hours (20 lessons) of teaching and learning, and the last 15 hours (5 lessons) of revising key concepts and practicing exam-style questions. Each lesson is 3 hours each. The study plan below describes the learning outcome for each of the key topics, described in terms of what the student should be able to do at the end of each topic. Reading of the recommended textbook (see references) should be done by students as preparation before the start of each class. There could be additional readings (both technical articles and websites) for students which may be given during the lesson. 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	International regulatory frameworks for audit and assurance services 1. Explain the need for laws, regulations, standards and other guidance relating to audit, assurance and related services (CK1) 2. Outline and explain the need for the legal and professional framework (CK1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 1 pp 5-20.</i>
2	Money laundering 1. Define 'money laundering' and discuss international methods for combating money laundering (CK1) 2. Explain the scope of criminal offences of money laundering and how professional accountants may be protected from criminal and civil liability (CK1) 3. Describe how accountants meet their obligations to help prevent and detect money laundering including record keeping and reporting of suspicion to the appropriate regulatory body (CK1) 4. Describe, with reasons, the basic elements of an anti-money laundering program. (CK1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 1 pp 20-27</i>
3	Laws and regulations 1. Compare and contrast the respective responsibilities of management and auditors concerning compliance with laws and regulations in an audit of financial statements. (CK1) 2. Describe the auditors' considerations of compliance with laws and regulations and plan audit procedures when possible non-compliance is discovered. (CK1) 3. Discuss how and to whom noncompliance should be reported. (CK1) 4. Recognise and recommend when withdrawal from an engagement is necessary. (CK1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 1 pp 27-33</i> <i>Technical article: Laws and Regulations</i>

4	Code of Ethics for Professional Accountants 1. Explain the fundamental principles and the conceptual framework approach. (CK1) 2. Identify, evaluate and respond to threats to compliance with the fundamental principles. (CK1) 3. Discuss the importance of professional scepticism in planning and performing an audit. (CK1) 4. Consider the ethical implications of the external auditor providing non-audit services to a client including an internal audit service. (CIP1) 5. Assess whether an engagement has been planned and performed with an attitude of professional scepticism, and evaluate the implications. (CIP1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 2 pp 39-71
5	Fraud and error 1. Identify and develop an appropriate response to circumstances which indicate a high risk of error, irregularity, fraud or misstatement in the financial statements or a given situation. (CC2) 2. Compare and contrast the respective responsibilities of management and auditors for fraud and error. (CC1) 3. Describe the matters to be considered and recommend procedures to be carried out to investigate actual and/or potential misstatements in a given situation. (CC2) 4. Consider the current and possible future role of auditors in preventing, detecting and reporting error and fraud. (CK1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 3 pp 88-99 Technical article: IAS 240
6	Professional liability 1. Recognise circumstances in which professional accountants may have legal liability and the criteria that need to be satisfied for legal liability to be recognised. (CK1) 2. Compare and contrast liability owed to clients with liability owed to third parties (ie contract vs establishing duty of care). (CK1) 3. Evaluate the practicability and effectiveness of ways in which liability may be restricted including the use of liability limitation agreements. (CK1) 4. Discuss and appraise the principal causes of audit failure and other factors that contribute to the 'expectation gap' (e.g. responsibilities for fraud and error) and recommend ways in which that gap may be bridged. (CK1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 3 pp 76-88
7	Quality control (firm-wide) 1. Explain the principles and purpose of quality control of audit and other assurance engagements. (CC1) 2. Describe the elements of a system of quality control relevant to a given firm. (CC1) 3. Evaluate the quality control procedures which are in place for a given firm and assess if they have been appropriately applied in a given engagement. (CC1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 4 pp 105-115
8	Advertising, tendering and obtaining professional work and fees 1. Evaluate the appropriateness of publicity material including the use of the ACCA logo and reference to fees. (CC1) 2. Outline the determinants of fee-setting and justify the bases on which fees and commissions may and may not be charged for services. (CC1) 3. Discuss the ethical and other professional problems, for example, lowballing, involved in establishing and negotiating fees for a specified assignment. (CC1) 4. Recognise and explain the matters to be considered prior to tendering for an audit or other professional engagement and explain the information to be included in the proposal. (CC1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 5 pp 120-130

9	Professional appointments 1. Explain the matters to be considered and the procedures that an audit firm/professional accountant should carry out before accepting a specified new client/engagement or continuing with an existing engagement (CC1) 2. Recognise the key issues that underlie the agreement of the scope and terms of an engagement with a client. (CC1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 5 pp 130-137</i>
10	Planning, materiality and assessing the risk of material misstatement 1. Define materiality and performance materiality and demonstrate how it should be applied in financial reporting and auditing. (CC2) 2. Evaluate business risks, audit risks and risks of material misstatement for a given assignment. (CC2) 3. Explain how the result of planning procedures determines the relevant audit strategy. (CC2) 4. Recommend additional information which may be required to assist the auditor in obtaining an understanding of the entity. (CC2) 5. Discuss how transnational audits may differ from other audits of historical financial information (e.g. in terms of applicable financial reporting and auditing standards, listing requirements and corporate governance requirements). (CK1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 6 pp 144-187</i>
11	Evidence and testing considerations 1. Identify and describe audit procedures (including substantive and test of controls) to obtain sufficient appropriate audit evidence from identified sources to support the financial statement assertions and disclosures. (CC2) 2. Assess and describe how IT can be used to assist the auditor, and recommend the use of automated tools and techniques, such as audit software, test data and other data analytics tools where appropriate. (CCIT1) 3. Apply analytical procedures to financial and non-financial data. (CC2) 4. Explain the specific audit problems and procedures concerning related parties and related party transactions. (CC2) 5. Recognise circumstances that may indicate the existence of unidentified related parties and recommend appropriate audit procedures. (CC2)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 7 pp 193-225</i>
12	Audit procedures and obtaining evidence 1. Design appropriate audit procedures. (CC2) 2. Explain how the auditor's responsibilities for corresponding figures, comparative financial statements, and 'other information', are discharged. (CC2) 3. Explain the auditor's main considerations in respect of social and environmental matters and how they impact on entities and their financial statements (e.g. impairment of assets, provisions and contingent liabilities). (CC2)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 8 pp 229-247, Chapter 9 pp 267-289, Chapter 10 pp 293-329</i>
13	Using the work of others 1. Recognise when it is justifiable to place reliance on the work of an expert (e.g. a surveyor employed by the audit client). (CC2) 2. Evaluate the potential impact of an internal audit department on the planning and performance of the external audit. (CC2) 3. Assess the appropriateness and sufficiency of the work of internal auditors and the extent to which reliance can be placed on it. (CC2) 4. Recognise and evaluate the impact of outsourced functions, such as payroll, on the conduct of an audit. (CC2)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 16 pp 453</i>

14	Group audits 1. Recognise the specific matters to be considered before accepting appointment as group auditor to a group in a given situation. (CC2) 2. Identify and describe the matters to be considered and the procedures to be performed at the planning stage, when a group auditor considers the use of the work of component auditors. (CC2) 3. Consider how the group auditor should evaluate the audit work performed by a component auditor. (CC2) 4. Explain the responsibilities of the component auditor before accepting appointment, and the procedures to be performed in a group situation. (CC2) 5. Justify the situations where a joint audit would be appropriate. (CC2)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 11 pp 333
15	Subsequent events and going concern 1. Design audit procedures to identify subsequent events which may require adjustment to, or disclosure in, the financial statements of a given entity. (CC2) 2. Evaluate indicators that the going concern basis may be in doubt and recognise mitigating factors. (CC2) 3. Recommend audit procedures, or evaluate the evidence that might be expected to be available and assess the appropriateness of the going concern basis in given situations. (CC2) 4. Assess the adequacy of disclosures in financial statements relating to going concern and explain the implications for the auditor's report with regard to the going concern basis. (CC2)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 8 pp 247- 262 Technical article: Subsequent events and going concern
16	Completion and final review 1. Explain the use of analytical procedures in evaluation and review. (CCIT1) 2. Assess whether an engagement has been planned and performed in accordance with professional standards. (CIP1) 3. Evaluate whether reports issued are appropriate in the relevant circumstances. (CCIT1) 4. Evaluate as part of the final review the matters (e.g. materiality, risk, relevant accounting standards) and audit evidence to confirm if sufficient and appropriate evidence has been obtained. (CCIT1) 5. Justify the review procedures which should be performed in a given assignment, including the need for an engagement quality control review and recommend additional procedures or actions needed in the circumstances. (CCIT1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 17 pp 471
17	Auditor's reports 1. Determine the form and content of an unmodified auditor's report and assess the appropriateness of the contents of an unmodified auditor's report. (CCIT1) 2. Recognise and evaluate the factors to be taken into account when forming an audit opinion in a given situation and justify audit opinions that are consistent with the results of audit procedures. (CCIT1) 3. Advise on the actions which may be taken by the auditor in the event that a modified auditor's opinion is issued. (CCIT1) 4. Recognise when the use of an emphasis of matter paragraph, other matter paragraph and KAM disclosure would be appropriate. (CCIT1) 5. Discuss the courses of action available to an auditor if a material inconsistency or material misstatement exists in relation to other information such as contained in the integrated report. (CCIT1)	• Lecture • Discussion • Kahoot! Reading: References: BPP Text Chapter 17 pp 471-495

18	Reports to those charged with governance and management 1. Critically assess the quality of a report to those charged with governance and management. (CCIT1) 2. Advise on the content of reports to those charged with governance and management in a given situation. (CCIT1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 17 pp 495-501</i>
19	Audit-related and assurance services 1. Describe the nature of audit-related services, the circumstances in which they might be required and the comparative levels of assurance provided by professional accountants. (CC1) 2. Describe the main categories of assurance services that audit firms can provide and assess the benefits of providing these services to management and external users. (CC1) 3. Describe the level of assurance (reasonable, high, moderate, limited, negative) for an engagement depending on the subject matter evaluated, the criteria used, the procedures applied and the quality and quantity of evidence obtained. (CC1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 12 pp 365 - 393</i>
20	Due Diligence, review of interim financial information, prospective financial information, forensic audits 1. Define and describe the purpose of each type of assignment and analyse the appropriate level of assurance which may be offered by a professional firm in relation to these assignments. (CC1) 2. Evaluate the matters to be considered before accepting the engagement, including any ethical and professional considerations. (CC1) 3. Plan the assignment to gather suitable evidence and provide an appropriate level of assurance in line with the objectives of the assignment. (CC2) 4. Discuss the level of assurance that the auditor may provide and explain the other factors to be considered in determining the nature, timing and extent of examination procedures. (CC2) 5. Describe and recommend appropriate substantive, examination or investigative procedures which can be used to gather sufficient and appropriate evidence in the circumstances. (CC2)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 13 pp 397-407, Chapter 14 pp 411-421</i> <i>Technical article: forensic audits</i>
21	The audit of social, environmental and integrated reporting 1. Plan an engagement to provide assurance on integrated reporting (performance measures and sustainability indicators). (CC2) 2. Describe the difficulties in measuring and reporting on economic, environmental and social performance and give examples of performance measures and sustainability indicators. (CC2) 3. Describe substantive procedures to detect potential misstatements in respect of socio-environmental matters. (CC2) 4. Discuss the form and content of an independent verification statement of an integrated report. (CCIT1)	• Lecture • Discussion • Kahoot! Reading: <i>References: BPP Text Chapter 15 pp 423 - 439</i>

22	The audit of performance information (predetermined objectives) in the public sector - Describe the audit of performance information (predetermined objectives) and differentiate from performance auditing. (CK1) - Plan the audit of performance information (predetermined objectives), and describe examination procedures to be used in the audit of this type of information. (CC2) - Discuss the audit criteria of reported performance information, namely compliance with reporting requirements, usefulness, measurability and reliability. (CC2) - Discuss the form and content of a report on the audit of performance information. (CCIT1) - Discuss the content of an audit conclusion on an integrated report of performance against predetermined objectives. (CCIT1)	- Lecture - Discussion - Kahoot! Reading: References: BPP Text Chapter 15 pp 439 - 449
23	Reporting on other assignments - Analyse the form and content of the professional accountant's report for an assurance engagement as compared with an auditor's report. (CCIT1) - Discuss the content of a report for an examination of prospective financial information. (CCIT1) - Discuss the effectiveness of the 'negative assurance' form of reporting and evaluate situations in which it may be appropriate to modify a conclusion. (CCIT1)	- Lecture - Discussion - Kahoot! Reading: References: BPP Text Chapter 17 pp 471 - 495
24	Professional and ethical developments - Discuss emerging ethical issues and evaluate the potential impact on the profession, firms and auditors. (CK1) - Discuss the content and impact of exposure drafts, consultations and other pronouncements issued by IFAC and its supporting bodies (including IAASB, IESBA and TAC). (CK1)	- Lecture - Discussion - Kahoot! Reading: References: BPP Text Chapter 18 pp 507 - 513
25	Other current issues - Discuss current developments in auditing standards including the need for new and revised standards and evaluate their impact on the conduct of audits. (CK1) - Discuss current developments in business practices, practice management and audit methodology and evaluate the potential impact on the conduct of an audit and audit quality. (CK1) - Discuss current developments in emerging technologies, including big data and the use of automated tools and techniques such as data analytics and the potential impact on the conduct of an audit and audit quality. (CK1)	- Lecture - Discussion - Kahoot! Reading: References: BPP Text Chapter 18 pp 507 - 515

Time for the intensive exam reviews, midterm and final examinations is not included in the lecture hours above.

9. TEXTBOOKS AND REFERENCES

Textbooks

- BPP Learning Media, Workbook/Textbook, Advanced Audit & Assurance (latest edition)
- BPP Learning Media, Practice & Revision Kit, Advanced Audit & Assurance (latest edition)

CAMBODIAN TAXATION

ACCT 551

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course teaches knowledge and skills relating to the tax system as applicable to individuals and companies. The students will use the knowledge gained from the class to identify which taxes should be relevant applied to individuals or companies.

In this course, assessments include a quiz, tax simulation in which students will prepare monthly tax declarations for local companies and final exams.

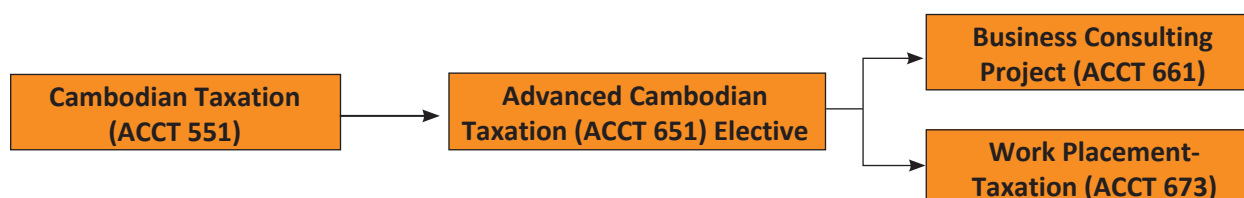
2. REASON FOR THE COURSE

Accountants and (or) tax consultants must be able to prepare monthly tax returns and tax on income for a company. In Cambodia, Tax laws have been updated from time to time. Therefore, program graduates will be preparing tax returns and solving tax issues following Cambodian tax law and regulation.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	50	70	12	132

4. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite for this course other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe Cambodian Tax System (CK1) Describe the scope and operations of the Cambodian tax system.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Apply Tax Liabilities in Cambodia (CC1) Apply monthly tax returns and tax on income for business in Cambodia in compliance with Cambodian tax law and regulations.	Apply	PC4

Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
(None)		
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Discuss Tax Implications (CCIT1) Discuss with tax officers about Cambodian tax issues.	Characterize	PC4

6. ASSESSMENT AND GRADING

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

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

SKILL	Assessment			Skill Weighting for Grade
	Quiz	Tax Simulation	Final Exam	
Describe Cambodian Tax System (CK1)	100%			10%
Apply Tax Liabilities in Cambodia (CC1)	20%	40%	40%	70%
Discuss Tax Implications (CCIT1)		50%	50%	20%

TEACHING AND LEARNING

7. TEACHING METHODS

This course is primarily lecture, case study, activity and simulation 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.

Tax Simulation 1 : Group (Monthly Tax Declaration)

Tax Simulation 2 : Group (Annual Tax on Income)

8. 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 1. Describe the function and purpose of taxation. 2. Describe the GDT Structure. 3. Discuss the different types of taxes in Cambodia. (CK1)	- Lecture - Discussion and question Reading: <i>Law on Taxation (chapter 1)</i>
2	Cambodian Tax System 4. Discuss the principle sources of tax law, tax system & hierarchy of registration 5. Explain the tax incentives for voluntary registration in 2017 & 2018 for Small and Medium Taxpayer 6. Explain the tax compliance status and benefits 7. Discuss on double taxation agreement (DTA). 8. Explain the difference between tax avoidance & tax evasion to be well prepare for tax planning (CK1)	- Lecture - Discussion and question - Assignment and Quiz Reading: <i>Law on Taxation (chapter 1)</i>

3	Tax on Salary 1 1. Describe the scope of tax on salary (TOS). 2. Identify the income subject to tax on salary for tax calculation. 3. Calculate the basic salary tax for employees in accordance with tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation (chapter 2)</i>
4	Tax on Salary 2 1. Explain the comprehensive computation of tax on salary. 2. Identify the allowance, fringe benefits, reimbursements subject fringe benefit tax (FBT) for tax calculation. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation (chapter 2)</i>
5	Tax on Salary 3 1. Calculate tax for allowance, fringe benefits, reimbursements in accordance with tax rules. 2. Explain the conditions and computation of foreign tax credit to claim tax credit against tax on salary. (CC1)	• Lecture • Discussion and question • Assignment and quiz Reading: <i>Order (Prakas) on Tax on Salary, Order (Prakas) No. 1173</i>
6	Tax on Salary 4 1. Calculate the foreign tax credit. 2. Plan for tax on salary for saving tax for employer and employee. (CC4)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Order (Prakas) on Tax on Salary, Order (Prakas) No. 1173, all.</i>
7	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)</i>
8	Withholding Tax 2 1. Compute withholding tax based on tax rules. 2. Explain WHT implications of Dividend Distributions. (CC1)	Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)</i>
9	Withholding Tax 3 1. Review the withholding tax overview. 2. Identify common withholding tax issues to avoid troubles during practice. (CC1)	Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)</i>
10	Withholding Tax 4 1. Practice the withholding calculations. 2. Explain the 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. (CC1)	Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) Tax on Profit (section 1.3-1.5, 8.2-8.7, 9.3)</i>
11	VAT 1 1. Describe the scope of VAT. 2. Identify taxable supply and non-taxable supply to apply the applicable VAT rate. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Section 3, Art 55-84</i>

12	VAT 2 1. Explain Taxable person, Registration and Obligation to register for tax. 2. Discuss on cancellation of VAT Registration in accordance with tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
13	VAT 3 1. Discuss on VAT for Investment Enterprise in registration process. 2. Determine the time and place supply rules to Calculate the VAT to be paid. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
14	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
15	VAT 5 1. Explain the Input and output taxes. 2. Discuss the creditable input tax and the non-creditable input tax for calculation of VAT payable. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Sub-decree on Value Added Tax No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999
16	VAT 6 1. Explain mixed taxable and non-taxable supply input tax to determine allowable VAT input credits. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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.
17	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Order (Prakas) No.312 MEF.PK dated 19 March 2014 on the implementation VAT on import and supply of certain goods
18	VAT 8 1. Discuss VAT for real estate, free goods and international transport to apply VAT on invoices. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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.
19	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: Order (Prakas) No.312 MEF.PK dated 19 March 2014 on the implementation VAT on import and supply of certain goods

20	VAT 10 1. Explain the adjustment of VAT and VAT carried forward or refunds for a company and investment enterprise. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: No.114 ANKR.BK of Royal Government of Cambodia, dated 24 December 1999 Sub-decree on Value Added Tax.
21	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 3 1. Discuss in details of deductible/non-deductible expenses for certain conditions. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 4 1. Calculate the allowable charitable contribution, limitation of interest expense for a company including interest limitation for petroleum and mineral resource operation. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 5 1. Identify non-deductible expenses, deductible but subject to limitation. 2. Explain loss on a claim, provision and prepaid expense, preliminary expense for calculation of tax on income. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 6 1. Describe tax depreciation rules. 2. Explain taxation for leases and tax on the transfer of buildings for tax calculations. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
28	Tax on Income 8 1. Discuss capital vs. debt financing implications for companies and QIPs. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
29	Tax on Income 9 1. Discuss the comprehensive computation of tax on income practical exercise. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
30	Tax on Income 10 1. Discuss the comprehensive computation of tax on income practical exercise. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
31	Tax on Income 11 1. Discuss the comprehensive computation of tax on income practical exercise. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
32	Tax on Income 12 1. Discuss the comprehensive computation of tax on income practical exercise. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>
33	Tax on Income 13 1. Discuss the comprehensive computation of tax on income practical exercise with regard to taxation of dividends and transfer of shares. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Profit</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, all.</i>

34	Tax on Income 14 1. Discuss general rules on capital gain and capital loss and deductible and non-deductible taxes for tax on income calculation. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 15 1. Discuss general rules on capital gain and capital loss and deductible and non-deductible taxes for tax on income calculation. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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	Tax on Income 16 1. Discuss the general rules of capital gains and capital loss and deductible and non-deductible taxes for tax on Income calculation. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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.
37	Prepayment of Profit tax 1. Explain and calculate the prepayment of income tax (PTOI) in accordance with Cambodia tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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
38	Public lighting tax 1. Explain and calculate the public lighting tax (PLT) in accordance with cambodian tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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

39	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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
40	Accommodation tax 1. Explain and calculate the Accommodation Tax in accordance with Cambodia tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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
41	Immovable Property tax 1. Explain and calculate the tax on immovable property in accordance with Cambodian tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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
42	Obligation of Taxpayers 1 1. Explain the registration and monthly and annual tax filing in accordance with tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 2 1. Describe on bookkeeping required by tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz 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 3 1. Discuss the rights of taxpayers, powers of the tax authority and tax audit procedures for compliance with tax rules. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 5, provision on tax rules and procedures</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13</i>
45	Obligation of Taxpayers 4 1. Discuss penalties and the enforcement system of tax payments and dates and procedures for appeals and disputes with tax authority. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>Law on Taxation, Chapter 5, provision on tax rules and procedures</i> <i>Order (Prakas) on Tax on Profit, Order (Prakas) No.1059 MEF.BK.TD, Chapter 13</i>
46	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>General Discussions</i>
47	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. (CC1)	• Lecture • Discussion and question • Assignment and Quiz Reading: <i>General Discussions</i>
48	Review and Preparation for Final Exam (All CLOs)	• Lecture • Discussion and question
49	Review and Preparation for Final Exam (All CLOs)	• Lecture • Discussion and question
50	Review and Preparation for Final Exam (All CLOs)	• Lecture • Discussion and question
Total Hours: 75 hours		

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Anderson Cambodia, Cambodian Tax Student Study Text, Up to December 2025

References

1. New Law on Taxation (LOT).
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- 2020 Financial Management Law.

6. Prakas on Tax on Salary.
7. Sub Decree no. 09 SD.BK dated 13 February 2020.
8. Circular 011 dated 6 October 2016.
9. LOT, Articles 20 and 21; Prakas 098 MEF.Prk on Tax on Income dated 29 January 2020 (TOI Prakas), Articles 24 and 56.
10. Prakas 638 MEF.Prk dated 4 July 2017.
11. Sub-Decree 114 ANKr.BK dated 24 December 1999.
12. Instruction 1127 GDT dated 26 January 2016.
13. Instruction 21606 GDT dated 26 December 2016.
14. Prakas No. 270 MEF.PrK dated 13 March 2019 on Tax Audit.
15. Prakas No. 098 MEF.PrK dated 29 January 2020 on Tax on Income.

ADVANCED CAMBODIAN TAXATION

ACCT 651

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course aims to develop advanced level knowledge and skills relating to the Cambodian tax system as applicable to individuals and companies. The course on basic Cambodian Tax (ACCT 551) is a prerequisite for this subject as this course aims to leverage the basic tax knowledge gained under ACCT 551 and apply these into practice and case studies.

This course is also suitable for tax professionals, providing tax services in Cambodia as a tax agent, advisor, or as an employee handling the tax compliance requirements of the business. There are four main goals: First, students will use the advanced knowledge gained from the class to make detailed analysis as to what Cambodian tax(es) applies to non-routine and complex transactions carried out in Cambodia. Second, students will be able to determine the tax liabilities and how to remit the taxes to the Cambodian tax authority. Third, students will be able to apply the knowledge gained on making tax planning techniques for individuals and companies. Fourth, students will be able to analyze and prepare strategies for managing tax issues, including managing the tax risk during tax audit events.

2. REASON FOR THE COURSE

This course introduces candidates to the subject of taxation and provides broadened and deepened knowledge and skills relating to Cambodia taxation, as they affect the activities of individuals and businesses.

In this course, candidates are introduced to the rationale behind and the functions of the tax system. The course then considers the separate taxes that an accountant and consultants would need to have a deeper knowledge of corporation tax liability withholding tax, and the value added tax liability as well as capital gain tax, double taxation agreements (DTA), transfer pricing rules, tax audit and protest procedures.

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 been implemented. However, the Capital Gains Tax, which is a part of personal income tax, will be discussed in detail in this course on how it impacts individuals. In addition, withholding tax is one of the mechanisms used by the governments of the developing countries to collect tax revenue from non-tax registered persons, and Cambodia is no exception. However, the withholding tax rate will be adjusted for residents of countries that have a DTA with Cambodia. In such circumstances, candidates develop knowledge and skills in regards to “withholding tax as well as tax reductions under the DTAs”. Furthermore, the course will introduce a transfer pricing method used by the multi-national companies for related party transactions.

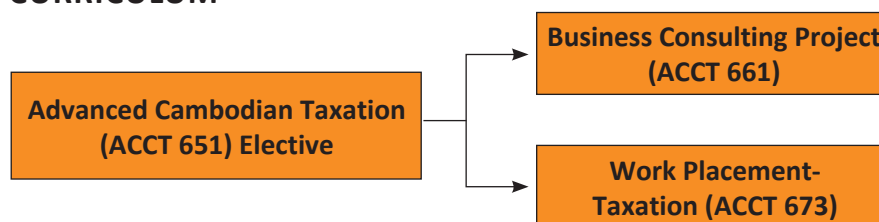
Having covered the core areas and in-depth analysis of the Cambodia taxes, the candidate should be able to identify tax issues impacting individuals and companies, compute tax liabilities, and manage tax planning techniques for that individual and companies.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Simulation	
75	50	70	12	132

4. ROLE IN CURRICULUM



Prerequisites

Students must have successfully completed Cambodian Taxation (ACCT 551) and passed the Diploma in Cambodian Tax exam.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe Cambodian Tax System (CK1) Apply further knowledge of the scope and operations of the Cambodian tax system with previous tax studies	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Apply Tax Liabilities in Cambodia (CC1) Evaluate monthly tax returns and tax on income for business in Cambodia in compliance with Cambodian tax law and regulations.	Evaluate	PC4
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
(None)		
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Discuss Tax Implications (CCIT1) Discuss on tax issue with tax officers	Characterize	PC4

6. ASSESSMENT AND GRADING

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

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

SKILL	Assessment			Skill Weighting for Grade
	Quiz	Tax Simulation	Final Exam	
Describe Cambodian Tax System (CK1)	100%			10%
Apply Tax Liabilities in Cambodia (CC1)	20%	40%	40%	70%
Discuss Tax Implications (CCIT1)		50%	50%	20%

TEACHING AND LEARNING

7. TEACHING METHODS

This course is primary lecture and assignment based; assigned readings will support learning and serve as a reference to materials covered in class. During class, approximately one hour and 45 minutes of the total class will be devoted to lecture with another 45 minutes of the class will be for practices and quizzes.

Tax Simulation 1 : Group (Monthly Tax Declaration)**Tax Simulation 2 : Group (Annual Tax on Income)****8. STUDY PLAN**

The course targets the 50 sessions in the study plan below. Each session 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 and Administration Discuss refresher on basic principles under the Cambodian tax law and regulations: 1. Explain the “self-assessment” regime and the roles of both the taxpayer and the GDT plays in the effective implementation of the tax rules 2. Describe the classification of taxpayers (i.e., physical persons vs. enterprise, resident vs. non-resident, and classification of taxpayers under the self-assessment regime), and the key difference in their tax compliance obligations 3. Describe the concept of “Gold”, “Silver, and “Bronze” taxpayers and its impact/benefits	• Lecture • Discussion and question Reading: <i>Law on Taxation (LoT) (chapter 1), LoT (Article 29-32)</i> <i>Order (Prakas) No. 009 MEF.Prk on Classification of Taxpayers under the SAR</i>
2	Tax on Salary 1 Discuss the specific issues and topics involving tax on salary and fringe benefits: 1. Discuss the ToS and FBT implications on non-residents temporarily assigned as employees in a Cambodia subsidiary (i.e., under secondment or business assignment arrangement): a. Discuss the applicability of ToS and FBT on this arrangement b. Differentiate ToS vs. FBT on various allowances, benefits, and remuneration package provided to employees/expatriate employees. c. Discuss the scope of the ToS and FBT (e.g., tax base and tax rate) d. Discuss the ToS and FBT compliance requirements on the part of the non-resident parent company (home company), the secondees, and the Cambodian subsidiary (host company). e. Explain the tax implications if the salaries are paid by the non-resident parent company, and are charged back to the Cambodian entity via intercompany cost allocation (e.g., management fees) 2. Discuss the ToS and FBT implications on providing share options to staff, payment of indemnities to staff, overseas staff/BoD involving in activities of local entity, etc. 3. Discuss a basic overview of a personal income tax (PIT) regime and how it will potentially impact the Cambodian tax landscape	• Lecture • Discussion and question Reading: <i>Order (Prakas) No. 543 on Tax on Salary,</i> <i>Sub-decree No. 196 on Annual Income Tax and Monthly Salary Tax Thresholds,</i> <i>Law on Taxation (Article 40-54)</i> <i>Order (Prakas) No. 098 Tax on Income (Article 56)</i>

3	Tax on Salary (ToS) 1 Discuss the specific issues and topics involving tax on salary and fringe benefits: 1. Discuss the ToS and FBT implications on non-residents temporarily assigned as employees in a Cambodian subsidiary (i.e., under secondment or business assignment arrangement): a. Discuss the applicability of ToS and FBT on this arrangement b. Differentiate ToS vs. FBT on variance allowances, benefits, and remuneration package provided to employees/expatriate employees. c. Discuss the scope of the ToS and FBT (e.g., tax base and tax rate) d. Discuss the ToS and FBT compliance requirements on the part of the non-resident parent company (home company), the seconded, and the Cambodian subsidiary (host company). e. Discuss the tax implications if the salaries are paid by the non-resident parent company, and are charged back to the Cambodian entity via intercompany cost allocation (e.g., management fees) 2. Discuss the ToS and FBT implications on providing the share options to staff, payment of indemnities to staff, overseas staff/BoD involving in activities of local entity, etc. 3. Discuss a basic overview of a personal income tax (PIT) regime and how it will potentially impact the Cambodian tax landscape	• Lecture • Discussion and question Reading: <i>Order (Prakas) No. 543 on Tax on Salary,</i> <i>Sub-decree No. 196 on Annual Income Tax and Monthly Salary Tax Thresholds,</i> <i>Law on Taxation (Article 40-54)</i> <i>Order (Prakas) No. 098 Tax on Income (Article 56)</i>
4	Withholding Tax (WHT) 1 Discuss the basic principles and concepts under the WHT system: 1. Revisit the classification of resident vs. non-resident taxpayers 2. Discuss in detail the “Cambodian-source income” 3. Discuss the concept of Permanent Establishment (PE) and how it impacts the application of the WHT mechanism	Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) No. 098 Tax on Income (Article 5, 7 & 45-50)</i>
5	Withholding Tax (WHT) 2 Discuss international tax treaties, and international tax model conventions: 1. Explain the nature scope of DTA 2. Explain the applicability and benefits of a DTA 3. Introduce international tax model conventions (e.g., OECD and UN Model Convention tax conventions)	Reading: <i>Law on Taxation (Article 25-27, 33-35, 38-39, and 88)</i> <i>Order (Prakas) No. 098 Tax on Income (Article 7 & 45-50)</i> <i>Relevant DTA agreements between Cambodia and partner countries</i> • Effective from 1 January 2018: Singapore and Thailand • Effective from 1 January 2019: China, Brunei and Vietnam • Effective from 1 January 2020: Hong Kong • Effective from 1 January 2021: Indonesia and Malaysia • Effective from 1 January 2022: Republic of Korea

		- Entered the agreement on 23 April 2021: Macau - Entered the agreement on 27 February 2022: Turkey Explore: OECD website at https://www.oecd.org/ Explore: UN-iLibrary at https://www.un-ilibrary.org/
6	Withholding Tax (WHT) 2 Discuss international tax treaties, and international tax model conventions: 1. Explain the nature scope of DTA 2. Explain the applicability and benefits of a DTA 3. Introduce international tax model conventions (e.g., OECD and UN Model Convention tax conventions)	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) No. 098 Tax on Income (Article 7 & 45-50) Explore: OECD website at https://www.oecd.org/ Explore: UN-iLibrary at https://www.un-ilibrary.org/ Relevant DTA agreements between Cambodia and partner countries (same as above)
7	Withholding Tax (WHT) 3 Explore WHT issues involving non-routine transactions: 1. Discuss the specific WHT exemption for local and overseas transactions, including the criteria for exemption. 2. Discuss in detail the definition of “management and technical” services vs. “ordinary” services and its implication in the application of the WHT rules. 3. Discuss the WHT implications on royalty payments vs. service payments. 4. Discuss the WHT implication on dividend distributions, including “deemed dividend” transactions on transfer of shares, reduction of capital and other relevant issues. 5. Discuss the tax trigger point of the dividend transaction including “Payable vs. Paid” dividends and the Company’s obligation when to record the dividend transaction in the accounting book.	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) No. 098 Tax on Income (Article 7, 45-50 & 58) Order (Prakas) No. 372.MEF.Prk on amendment of instruction on implementation of withholding tax on dividend distribution (i.e., Prakas No. 518. MEF.Prk) Article 12A (UN Model Convention) and the commentaries under Article 12A, Fees for Technical Services
8	Withholding Tax (WHT) 4 1. Explain the WHT tax rate reduction for DTA and how to apply for such reduction. 2. Discuss the overview of the DTA application process, including the required documents for DTA application 3. Discuss the process of obtaining WHT certificates and the rules on foreign tax credits	Reading: Law on Taxation (Article 25-27, 33-35, 38-39, and 88) Order (Prakas) No. 098 Tax on Income (Article 7 & 45-50) Instruction No. 4084.GDT on the rule and procedure to implement DTA Instruction 020.MEF on the procedure for apply E-DTA requests Relevant DTA agreements between Cambodia and partner countries (same as above)

9	Value Added tax (VAT) 1 Discuss the basic principles and concepts under the VAT system: 1. Describe the general principles of VAT (CC1) 2. Identify taxable supply and non-taxable supply to apply applicable VAT rate. (CC1) 3. Discuss the issues on the time of supply rules for calculation of the VAT to be paid. (CC1) 4. Revisit the rules on VAT adjustments (i.e., issuance of Credit Note (CN) and Debit Note (DN))	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Section 3, Art 55-84 <i>Sub-Decree 114 on Value Added Tax, all</i> <i>Order (Prakas) No. 559.MEF.PrK on the implementation of VAT for non-taxable supply</i> <i>Instruction No. 1280.GDT on Rules and Procedures for adjusting VAT amount after the time of supply or issuance of invoices.</i>
10	Value Added tax (VAT) 2 1. Discuss zero-rating of the export of goods and services, VAT state charge and special treatment of VAT on transfer of a business. (CC1) 2. Discuss in detail the criteria to qualify for VAT zero-rating on exported services. 3. Explain the issues on mixed taxable and non-taxable supply input tax to find out allowable VAT input credit. (CC1)	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Section 3, Art 55-84 <i>Instruction No. 9898 GDT on supporting documents as evidence of supply of services for uses outside of the Kingdom of Cambodia subject to VAT at zero percent rate</i> <i>Sub-Decree 114 on Value Added Tax, all</i>
11	Value Added tax (VAT) 3 Discuss the new VAT on E-commerce rules: 1. Discuss the nature and scope of VAT on E-commerce, including the criteria/requirements for simplified VAT registration 2. Discuss B2B vs. B2C transactions 3. Introduce the concept of “reverse charge” mechanism under the VAT on E-commerce system 4. Discuss the compliance requirements of the supplier and the customer under this new VAT on E-commerce rules	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Section 3, Art 55-84 <i>Sub-Decree 65, dated 8 April 2021 VAT on E-commerce</i> <i>Prakas 542.MEF.PrK dated 8 September 2021- on rules and procedures for implementation of VAT on E-commerce transactions</i> <i>Instruction No. 20522.GDT dated 8 December 2021- on implementing the VAT on E-commerce transactions</i> <i>Frequently Asked Questions (FAQ) for implementing the VAT on E-commerce transactions</i> <i>Instruction No. 6900.GDT dated 8 April 2022-on VAT reverse charge thru E-filing system</i> <i>Instruction No. 2520.GDT dated 24 January 2023 – Amendment on the Implementation of VAT on E-commerce</i> <i>Sub-Decree 114 on Value Added Tax, all</i>

12	Value Added tax (VAT) 3 Discuss the new VAT on E-commerce rules: 1. Discuss the nature and scope of VAT on E-commerce, including the criteria/requirements for simplified VAT registration 2. Discuss B2B vs. B2C transactions 3. Introduce the concept of “reverse charge” mechanism under the VAT on E-commerce system 4. Discuss the compliance requirements of the supplier and the customer under this new VAT on E-commerce rules	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Section 3, Art 55-84 Sub-Decree 65, dated 8 April 2021 VAT on E-commerce Prakas 542.MEF.PrK dated 8 September 2021- on rules and procedures for implementation of VAT on E-commerce transactions Instruction No. 20522.GDT dated 8 December 2021- on implementing the VAT on E-commerce transactions Frequently Asked Questions (FAQ) for implementing the VAT on E-commerce transactions Instruction No. 6900.GDT dated 8 April 2022-on VAT reverse charge thru E-filing system Instruction No. 2520.GDT dated 24 January 2023 – Amendment on the Implementation of VAT on E-commerce Sub-Decree 114 on Value Added Tax, all
13	Value Added tax (VAT) 4 Explore VAT issues on specific transactions: 1. Discuss the nature of “continuous supply” for VAT purposes and the time of supply rules on “continuous supply”. 2. Discuss the VAT implications on sale of fixed assets. 3. Discuss the VAT exemption on transfer of business, including the criteria for exemption 4. Discuss the VAT implications on “free goods or services” and goods for personal use. 5. Introduce the concept of “Principal vs. Agent” relationship, the VAT obligations of a sales agent and the requirements/ criteria to be considered as an “Agent” by the GDT. 6. Discuss the VAT issue on various discounts (e.g., trade discounts, cash discounts, rebates, etc.) that the Company provide to the customer in order to determine the taxable value for VAT calculation purposes	Reading: Sub-Decree 114 on Value Added Tax, all Instruction No. 15301 GDT on Implementation of Value Added Tax on Sale of Tangible Fixed Assets Instruction no. 12093 GDT on Additional guideline for Implementation of Value Added Tax (VAT) on Tangible Fixed Asset (FA) Order (Prakas) No. 597.MEF.PrK on recognition and tax obligations of agents supplying goods or services on behalf of principal enterprises.
14	Value Added tax (VAT) 4 Explore VAT issues on specific transactions: 1. Discuss the nature of “continuous supply” for VAT purposes and the time of supply rules on “continuous supply”. 2. Discuss the VAT implications on sale of fixed assets. 3. Discuss the VAT exemption on transfer of business, including the criteria for exemption 4. Discuss the VAT implications on “free goods or services” and goods for personal use. 5. Introduce the concept of “Principal vs. Agent” relationship, the VAT obligations of a sales agent and the requirements/ criteria to be considered as an “Agent” by the GDT.	Reading: Sub-Decree 114 on Value Added Tax, all Instruction No. 15301 GDT on Implementation of Value Added Tax on Sale of Tangible Fixed Assets Instruction no. 12093 GDT on Additional guideline for Implementation of Value Added Tax (VAT) on Tangible Fixed Asset (FA) Order (Prakas) No. 597.MEF.PrK on recognition and tax obligations of agents supplying goods or services on behalf of principal enterprises

15	Tax on Income (Tol) 1 Discuss refresher on basic principles on Tol, including: 1. Explain the principles and scope of the Tol 2. Explain the accrual basis of accounting under the Cambodian International Financial Reporting Standards (CIFRS) and its relevance on the computation of Tol. 3. Explain the concept of unearned revenue, advance collections, security deposits, and its relevance in the computation of the Tol. 4. Discuss the relationship/reconciliation of accrued revenue, billings, collection/receipts, and unearned revenue, and its implication on the computation of the Tol	• Lecture • Discussion and question • Assignment and quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Income</i> <i>Order (Prakas) No. 098 MEF Tax on Income, all</i>
16	Tax on Income (Tol) 2 1. Explain the concept of “capital gains”, including examples of transactions that would be considered as “capital gains” transaction. 2. Discuss the tax implication on “capital gains” derived by tax residents vs. “capital gains” derived by non-residents. 3. Introduce the new Capital Gain Tax (CGT) regulation, including the scope and concept of the new CGT regime 4. Analyze Tol/CGT implications on specific transactions, such as: • Sale of business assets • Sale of investment assets (e.g., stocks, bonds) held by residents and/or non-residents	• Lecture • Discussion and question • Assignment and quiz Reading: <i>Order (Prakas) No. 098 MEF Tax on Income</i> <i>Prakas No. 346.MEF.PrK dated 1 April 2020- on Capital Gains Tax</i> <i>Notification No. 4577.GDT dated 9 March 2022 on the extension of CGT implementation</i>
17	Tax on Income (Tol) 2 1. Explain the concept of “capital gains”, including examples of transactions that would be considered as “capital gains” transaction. 2. Discuss the tax implication on “capital gains” derived by tax residents vs. “capital gains” derived by non-residents. 3. Introduce the new Capital Gain Tax (CGT) regulation, including the scope and concept of the new CGT regime 4. Analyze Tol/CGT implications on specific transactions, such as: • Sale of business assets • Sale of investment assets (e.g., stocks, bonds) held by residents and/or non-residents	• Lecture • Discussion and question • Assignment and quiz Reading: <i>Order (Prakas) No. 098 MEF Tax on Income</i> <i>Prakas No. 346.MEF.PrK dated 1 April 2020- on Capital Gains Tax</i> <i>Notification No. 4577.GDT dated 9 March 2022 on the extension of CGT implementation</i>
18	Tax on Income (Tol) 3 1. Discuss refresher on the basic deductibility requirements/ criteria for Tol 2. Discuss deductibility criteria on specific business expenses/ deduction, such as: • Provision • Capital loss on sale of business assets • Tax Depreciation: - o Discuss in detail the tax depreciation rules - o Discuss the tax implication on purchase and sale of fixed assets, and its impact to the tax depreciation roll forward. Explain difference if the FA purchased/sold is intangible, Class 1, 2, 3, 4.	• Lecture • Discussion and question • Assignment and quiz Reading: <i>Law on Taxation, Chapter 1, Provision for the Tax on Income</i> <i>Order (Prakas) No. 098 MEF Tax on Income, all</i> <i>Prakas No. 453.MEF.PrK dated 27 April 2020- on Guidelines for the implementation of the provisions for tax on mineral resource operations</i>

	- o Explain details on tax depreciation allowance for natural resources and agriculture - o Explain special tax depreciation allowances (CC1) • Unpaid expenses to related parties • Unpaid salaries and bonus • Sale discount and promotional expenses • Charitable contribution • Interest expense limitation • Taxable loss carried forward Discuss the “thin capitalization” rules for the mineral resource and petroleum operations	
19	Tax on Income (Tol) 3 1. Discuss refresher on the basic deductibility requirements/ criteria for Tol 2. Discuss deductibility criteria on specific business expenses/ deduction, such as: • Provision • Capital loss on sale of business assets • Tax Depreciation: - o Discuss in detail the tax depreciation rules - o Discuss the tax implication on purchase and sale of fixed assets, and its impact to the tax depreciation roll forward. Explain difference if the FA purchased/sold is intangible, Class 1, 2, 3, 4. - o Explain details on tax depreciation allowance for natural resources and agriculture - o Explain special tax depreciation allowances (CC1) • Unpaid expenses to related parties • Unpaid salaries and bonus • Sale discount and promotional expenses • Charitable contribution • Interest expense limitation • Taxable loss carried forward 3. Discuss the “thin capitalization” rules for the mineral resource and petroleum operations	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Order (Prakas) No. 098 MEF Tax on Income, all Prakas No. 453.MEF.PrK dated 27 April 2020- on Guidelines for the implementation of the provisions for tax on mineral resource operations
20	Tax on Income (Tol) 4 1. Introduce the concept of temporary and permanent difference 2. Explain the concept of deferred tax assets (DTA) and deferred tax liabilities (DTL) arising from temporary difference 3. Analyze the DTA/DTL impact of the tax adjustments/ reconciling items 4. Explain the calculation of current income tax, deferred tax, and total income tax 5. Explain the computation of effective tax rate, taking into consideration the current income tax, permanent difference, and temporary difference.	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Order (Prakas) No. 098 MEF Tax on Income, all IAS 12 Income Taxes: Explore this link: https://www.ifrs.org/issued-standards/list-of-standards/ias-12-income-taxes/

21	Tax on Income (ToI) 4 1. Introduce the concept of temporary and permanent difference 2. Explain the concept of deferred tax assets (DTA) and deferred tax liabilities (DTL) arising from temporary difference 3. Analyze the DTA/DTL impact of the tax adjustments/reconciling items 4. Explain the calculation of current income tax, deferred tax, and total income tax 5. Explain the computation of effective tax rate, taking into consideration the current income tax, permanent difference, and temporary difference.	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Order (Prakas) No. 098 MEF Tax on Income, all IAS 12 Income Taxes: Explore this link: https://www.ifrs.org/issued-standards/list-of-standards/ias-12-income-taxes/
22	Tax on Income (ToI) 4 1. Introduce the concept of temporary and permanent difference 2. Explain the concept of deferred tax assets (DTA) and deferred tax liabilities (DTL) arising from temporary difference 3. Analyze the DTA/DTL impact of the tax adjustments/reconciling items 4. Explain the calculation of current income tax, deferred tax, and total income tax 5. Explain the computation of effective tax rate, taking into consideration the current income tax, permanent difference, and temporary difference.	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Order (Prakas) No. 098 MEF Tax on Income, all IAS 12 Income Taxes: Explore this link: https://www.ifrs.org/issued-standards/list-of-standards/ias-12-income-taxes/
23	In class tests	• Lecture • Discussion and question • Assignment and quiz
24	Tax on Income (ToI) 5 1. Discuss and explain the ToI implications on a comprehensive case study for ToI, including the following: • Perform reconciliation of accounting income to taxable income, with breakdown as to permanent and temporary difference • Compute the current income tax • Compute the total income tax payable • Compute the effective tax rate	• Lecture • Discussion and question • Assignment and quiz
25	Tax on Income (ToI) 6 1. Discuss key ToI issues/considerations for the banking and financial services industry, with specific focus on the following topics: • Discuss the specific transactions and tax adjustments/reconciling items for the banking/financial services industry (e.g., tax implications on CIFRS adjustments) • Discuss the special tax rules on deductibility of provision for the banking/financial services industry	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Prakas No. B7-017-344-Prokor on Credit Risk Grading and Impairment Provisioning dated 1 December 2017 Prakas No. 1535.MEF.PrK on implementation on the provision for doubtful debt for local bank dated 23 December 2016

26	Tax on Income (Tol) 6 1. Discuss key Tol issues/considerations for the banking and financial services industry, with specific focus on the following topics: - Discuss the specific transactions and tax adjustments/reconciling items for the banking/financial services industry (e.g., tax implications on CIFRS adjustments) - Discuss the special tax rules on deductibility of provision for the banking/financial services industry	- Lecture - Discussion and question - Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Prakas No. B7-017-344-Prokor on Credit Risk Grading and Impairment Provisioning dated 1 December 2017 Prakas No. 1535.MEF.PrK on implementation on the provision for doubtful debt for local bank dated 23 December 2016
27	Tax on Income (Tol) 7 1. Discuss key Tol issues/considerations for the insurance industry - Discuss the specific transactions and tax adjustments/reconciling items for the insurance industry - Discuss the special tax rules on deductibility of provision for the general insurance industry	- Lecture - Discussion and question - Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Prakas No. 490 - on Rules and Procedures for Payment of Tax on Income for Insurance Enterprises dated 30 April 2018
28	Tax on Income (Tol) 8 1. Explain the Tol incentives available for Qualified Investment Project (QIP) under the New Law on Investment (Option 1 vs. Option 2), as well as the additional and special incentives granted to qualified projects. 2. Explain the concept of Expanded QIP (EQIP) and the tax incentives available for EQIPs 3. Explain the compliance obligations and the benefits for entities engaged in multiple QIP projects under the same company. 4. Discuss the specific compliance requirements for QIPs	- Lecture - Discussion and question - Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income The new Law on Investment for year 2021 dated 15 October 2021 Sub Decree No. 33 the incentive for Expanded QIP dated 13 February 2019
29	Tax on Income (Tol) 9 1. Explain the taxpayer's recourse for non-compliance issues (e.g., non-filing, erroneous filing, under declaration, etc.) 2. Discuss the concept of voluntary amendment, and the pros and cons for such approach 3. Explain the process of Tol amendment	- Lecture - Discussion and question - Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Order (Prakas) No. 098.MEF Tax on Income, all Order (Prakas) No. 217.MEF.PrK on Tax Incentive for Voluntary Amendment of Tax Return dated 14 March 2022
30	Tax on Income (Tol) 10 1. Demonstrate how to disclose and fill-out the Tol return through a comprehensive Tol case study	- Lecture - Discussion and question - Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Instruction No. 4091 GDT on the implementation of the instruction to fill the Tol form. Order (Prakas) No. 098 MEF Tax on Income, all

31	Tax on Income (Tol) 10 1. Demonstrate how to disclose and fill-out the Tol return through a comprehensive Tol case study	• Lecture • Discussion and question • Assignment and quiz Reading: Law on Taxation, Chapter 1, Provision for the Tax on Income Instruction No. 4091 GDT on the implementation of the instruction to fill the Tol form. Order (Prakas) No. 098 MEF Tax on Income, all
32	Transfer Pricing (TP) 1 1. Introduce the concept of profit shifting, and the principles of Transfer Pricing. 2. Discuss the concept of “arms-length” principle 3. Discuss the scope of the Cambodian Transfer Pricing Regulation 4. Explain the comparable methods 5. Discuss each method of transfer pricing based on the Cambodia transfer pricing regulations. (CC1) 6. Explain the requirement for transfer pricing documentation. (CC1)	• Lecture • Discussion and question • Assignment and quiz Reading: OECD Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations 2022, Chapter I. Explore this link: https://read.oecd-ilibrary.org/taxation/oecd-transfer-pricing-guidelines-for-multinational-enterprises-and-tax-administrations-2022_0e655865-en#page9 Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK, all.
33	Transfer Pricing (TP) 1 1. Introduce the concept of profit shifting, and the principles of Transfer Pricing. 2. Discuss the concept of “arms-length” principle 3. Discuss the scope of the Cambodian Transfer Pricing Regulation 4. Explain the comparable methods 5. Discuss each method of transfer pricing based on the Cambodia transfer pricing regulations. (CC1) 6. Explain the requirement for transfer pricing documentation. (CC1)	• Lecture • Discussion and question • Assignment and quiz Reading: OECD Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations 2022, Chapter I. Explore this link: https://read.oecd-ilibrary.org/taxation/oecd-transfer-pricing-guidelines-for-multinational-enterprises-and-tax-administrations-2022_0e655865-en#page9 Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK, all.

34	Transfer Pricing (TP) 2 1. Discuss common related party transactions and its key tax implications, including: - Loans to/from related party - Management fee - Shared services arrangement - Cost allocation from Head Office/Parent Company - Purchase of goods/assets 2. Provide short case studies/examples of these common related party transactions and analyze the potential tax impact (savings/cost) from a group (i.e., Head Office/Parent Company) perspective	- Lecture - Discussion and question - Assignment and quiz Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK., all. Circular No. 1707 on the rules on the recognition of debt and interest dated October 2013 Instruction No. 151 on the determination of interest expense of enterprises dated 22 January 2014 Instruction No. 11946 on interest rules for related party loan dated 21 August 2018 Instruction No. 4909 on supporting documents of interest rate between the related parties dated 18 March 2019 Instruction No. 10979 GDT on supporting documents for interest between the related parties
35	Transfer Pricing (TP) 2 1. Discuss common related party transactions and its key tax implications: - Loans to/from related party - Management fee - Shared services arrangement - Cost allocation from Head Office/Parent Company - Purchase of goods/assets 2. Provide short case studies/examples of these common related party transactions and analyze the potential tax impact (savings/cost) from a group (i.e., Head Office/Parent Company) perspective	- Lecture - Discussion and question - Assignment and quiz Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK., all. Circular No. 1707 on the rules on the recognition of debt and interest dated October 2013 Instruction No. 151 on the determination of interest expense of enterprises dated 22 January 2014 Instruction No. 11946 on interest rules for related party loan dated 21 August 2018 Instruction No. 4909 on supporting documents of interest rate between the related parties dated 18 March 2019 Instruction No. 10979 GDT on supporting documents for interest between the related parties
36	In class tests	- Lecture - Discussion and question - Assignment and quiz

37	Discuss Comprehensive Case Studies 1: 1: Local vs. Foreign Suppliers 1. Discuss pros and cons, and key tax implications of purchasing goods/services from local suppliers vs. non-resident suppliers. 2: Third party vs. related party 1. Discuss pros and cons, and key tax implications of purchasing goods/services from a third party vs. a related party	• Lecture • Discussion and question • Assignment and quiz
38	Discuss Comprehensive Case Study 2: 1. Business Acquisition/Investments in Cambodia 1. Discuss pros and cons, and key tax implications on business acquisition/investments in Cambodia: • Purchase of shares of a local resident entity by a non-resident entity • Purchase of business assets 2. Debt vs Equity 1. Discuss pros and cons, and key tax implications on funding of capital/investment in Cambodia through Debt vs. Equity: • Consider other factors in assessing “Debt vs. Equity” funding (e.g., local vs. foreign loan, third party vs. related party), including the impact of any “thin capitalization” rules or interest expense limitation rules in Cambodia • Analyze the different tax impact on choosing “Debt vs. Equity” in terms of profit repatriation transaction (e.g., interest vs. dividends), including any difference in the analysis if the “related party transaction” factor is considered. • Analyze the different tax impact on choosing “Debt vs. Equity” in terms of divestment/sale/transfer of the investment	• Lecture • Discussion and question • Assignment and quiz Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK., all. <i>Instruction No. 10979 GDT on supporting documents for interest between related parties</i>
39	Discuss Comprehensive Case Study 2: 1. Business Acquisition/Investments in Cambodia 1. Discuss pros and cons, and key tax implications on business acquisition/ investments in Cambodia: • Purchase of shares of a local resident entity by a non-resident entity • Purchase of business assets 2. Debt vs Equity 1. Discuss pros and cons, and key tax implications on funding of capital/investment in Cambodia through Debt vs. Equity: • Consider other factors in assessing “Debt vs. Equity” funding (e.g., local vs. foreign loan, third party vs. related party), including the impact of any “thin capitalization” rules or interest expense limitation rules in Cambodia • Analyze the different tax impact on choosing “Debt vs. Equity” in terms of profit repatriation transaction (e.g., interest vs. dividends), including any difference in the analysis if the “related party transaction” factor is considered. • Analyze the different tax impact on choosing “Debt vs. Equity” in terms of divestment/sale/transfer of the investment	• Lecture • Discussion and question • Assignment and quiz Reading: Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK., all. <i>Instruction No. 10979 GDT on supporting documents for interest between related parties</i>

40	In class test	• Lecture • Discussion and question • Assignment and quiz
41	Tax Audit and Protest Procedure 1 1. Explain on the tax audit procedures in Cambodia 2. Discuss on the different types of tax audits and how to deal with tax auditors during the audit process. (CC1)	• Lecture • Discussion and question • Assignment and quiz Reading: Order (Prakas) on Tax Audit, Order (Prakas) No. 270 MEF.BK.TD, all.
42	Tax Audit and Protest Procedure 2 1. Discuss on the Procedure to Protest with the tax audit results 2. Explain on main contents to be in the Protest Letter to support the opinion and reasons for the Protest with examples. (CC1) 3. Explain the recourse available for taxpayers in cases of disagreements on tax audit findings with the GDT 4. Explain the procedure for obtain the Certificate of Tax Audit Situation for final/comprehensive tax audit	• Lecture • Discussion and question • Assignment and quiz Reading: Order (Prakas) on Tax Audit, Order (Prakas) No. 270 MEF.BK.TD, all. Order (Prakas) No. 1470.MEF.Prk dated 6 November 2015- Procedure for administrative protest with the GDT Instruction No. 7374.GDT dated 4 May 2017- Rights and Obligations of taxpayers and tax agent in the tax protest
43	Tax Audit and Protest Procedure 2 1. Discuss on the Procedure to Protest with the tax audit results 2. Explain on main contents to be in the Protest Letter to support the opinion and reasons for the Protest with examples. (CC1) 3. Explain the recourse available for taxpayers in cases of disagreements on tax audit findings with the GDT 4. Explain the procedure for obtain the Certificate of Tax Audit Situation for final/comprehensive tax audit	• Lecture • Discussion and question • Assignment and quiz Reading: Order (Prakas) on Tax Audit, Order (Prakas) No. 270 MEF.BK.TD, all. Order (Prakas) No. 1470.MEF.Prk dated 6 November 2015- Procedure for administrative protest with the GDT Instruction No. 7374.GDT dated 4 May 2017- Rights and Obligations of taxpayers and tax agent in the tax protest
44	Tax Planning: Business Expansion Case Study	Case Study
45	Tax Planning: Construction Projects	Case Study
46	Tax Planning: Manufacturing/Trading/QIP	Case Study
47	Tax Simulation	
48	Tax Simulation	
49	Tax Simulation	
50	Tax Simulation	
Total Hours 75 hours		

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Law on Taxation, promulgated by Royal Kram No. NS/RKM/0297/03 dated February 24, 1997, and its Amendments.
2. Order (Prakas) No. 009 MEF.Prk on Classification of Taxpayers under the SAR
3. Order (Prakas) No. 543 on Tax on Salary
4. Sub-decree No. 196 on Annual Income Tax and Monthly Salary Tax Thresholds,

5. Order (Prakas) No. 098 Tax on Income
6. Relevant DTA agreements between Cambodia and partner countries
7. Order (Prakas) No. 372.MEF.Prk on amendment of instruction on implementation of withholding tax on dividend distribution (i.e., Prakas No. 518.MEF.Prk)
8. Explore:OECD website at <https://www.oecd.org/>
9. Explore: UN-iLibrary at <https://www.un-ilibrary.org/>
10. Instruction No. 4084.GDT on the rule and procedure to implement DTA
11. Instruction 020.MEF on the procedure for apply E-DTA requests
12. Order (Prakas) No. 559.MEF.PrK on the implementation of VAT for non-taxable supply
13. Instruction No. 1280.GDT on Rules and Procedures for adjusting VAT amount after the time of supply or issuance of invoices.
14. Instruction No. 9898 GDT on supporting documents as evidence of supply of services for uses outside of the Kingdom of Cambodia subject to VAT at zero percent rate
15. Sub-Decree 114 on Value Added Tax, all
16. Sub-Decree 65, dated 8 April 2021 VAT on E-commerce
17. Prakas 542.MEF.PrK dated 8 September 2021- on rules and procedures for implementation of VAT on E-commerce transactions
18. Instruction No. 20522.GDT dated 8 December 2021- on implementing the VAT on E-commerce transactions
19. Frequently Asked Questions (FAQ) for implementing the VAT on E-commerce transactions
20. Instruction No. 6900.GDT dated 8 April 2022-on VAT reverse charge thru E-filing system
21. Instruction No. 15301 GDT on Implementation of Value Added Tax on Sale of Tangible Fixed Assets
22. Instruction no. 12093 GDT on Additional guideline for Implementation of Value Added Tax (VAT) on Tangible Fixed Asset (FA)
23. Order (Prakas) No. 597.MEF.PrK on recognition and tax obligations of agents supplying goods or services on behalf of principal enterprises
24. Instruction No. 4091 GDT on the implementation of the instruction to fill the ToI form.
25. OECD Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations 2022, Chapter I https://read.oecd-ilibrary.org/taxation/oecd-transfer-pricing-guidelines-for-multinational-enterprises-and-tax-administrations-2022_0e655865-en#page9
26. Order (Prakas) on Rules and Procedure for Allocation of Income and Expenses Among Related Parties, Order (Prakas) No.986 MEF.BK, all.
27. Instruction No. 10979 GDT on supporting documents for interest between related parties
28. Order (Prakas) on Tax Audit, Order (Prakas) No. 270 MEF.BK.TD, all.
29. Notification No. 4577.GDT dated 9 March 2022 on the extension of CGT implementation
30. Circular No. 1707 on the rules on the recognition of debt and interest dated October 2013
31. Instruction No. 151 on the determination of interest expense of enterprises dated 22 January 2014
32. Instruction No. 11946 on interest rules for related party loan dated 21 August 2018
33. Instruction No. 4909 on supporting documents of interest rate between the related parties dated 18 March 2019
34. IAS 12 Income Taxes: <https://www.ifrs.org/issued-standards/list-of-standards/ias-12-income-taxes/>

CAMBODIAN BUSINESS LAW

LAWS 511

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Cambodian Business Law is divided into several crucial areas. The syllabus begins with a general overview of the Cambodian legal system, including political institutions and their powers, as well as the judicial system. It then covers a detailed analysis of laws and regulations specific to the formation, financing, management, and the lifecycle of companies. The commercial dispute resolution also forms a part. The syllabus then explains the characteristics of juristic persons and presents fundamental aspects of the contract law as they apply to transactions of both commercial and civil nature. Matters pertinent to labor law—different types of employment contracts, employee benefits, termination issues, and labor disputes—are treated in detail. Finally, the course covers the insolvency process and shows how property and security rights are created and protected, followed by a brief presentation of the IPO process.

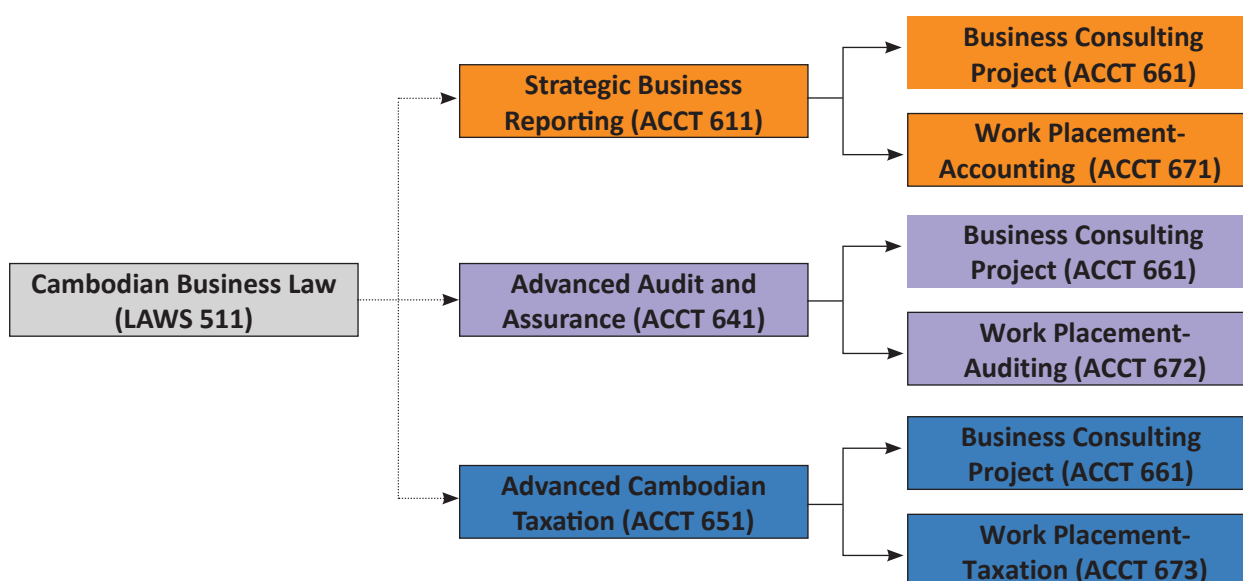
2. REASON FOR THE COURSE

This Law course provides students with a good understanding of the legal and judicial systems in Cambodia as well as relevant areas related to contracts, company formation, corporate governance and employment issues.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	50	45	50	220

4. ROLE IN CURRICULUM



Prerequisites

There is no prerequisite for this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Explain the Legal System and Various Rules (CK1) Explain the essential elements of the legal/judicial system and important rules pertaining to contract law, company law, and labor law.	Understand	PK3
Cognitive Skills	Level of Learning	Related PLO
Register a new company through simulation (CC1) Register a new company through simulation applying appropriate legal rules relating to different forms of commercial enterprises.	Apply	PK3
Prepare different types of Board Resolution (CC2) Prepare different types of Board Resolutions and the reasons thereof.	Create	PK3
Prepare contracts (CC3) Prepare contracts relating to business.	Create	PK3
Write a research paper on a chosen topic of law (CC4) Write a research paper on a topic relevant to company law, labor law, or insolvency law.	Create	PK3
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Calculate wage, severance pay, seniority pay, and loans (CCIT1)	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Apply Director's Duty of Care (CIP1) Use corporate governance theories to discharge director's duty in a team setting (Board of Directors)	Apply	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Quiz	Research paper	Midterm	Final Exam	
Explain the Legal System and Various Rules (CK1)	25%		25%	50%	10%
Register a new company through simulation (CC1)	25%		25%	50%	15%
Prepare different types of Board Resolution (CC2)			50%	50%	10%
Prepare contracts relating to business (CC3)	25%		25%	50%	15%
Write a research paper on a chosen topic of law (CC4)		100%			30%
Calculate wage, severance pay, seniority pay, and loans (CCIT1)	25%		25%	50%	10%
Apply Director's Duty of Care (CIP1)	25%		25%	50%	10%

TEACHING AND LEARNING

7. TEACHING METHODS

This Law course uses lectures, simulation, research, in-class group work and individual work. Approximately half of the class time will be presentations and questioning from the lecturer, with the other half of the class for in-class exercises, a research project and simulation work.

SIMULATION WORK

When the website has been set up for simulation, students will perform the following works:

1. Prepare mock Articles of Incorporation for an imagined company
2. Fill out the information online using the mock simulation website

RESEARCH PAPER

The following rules apply to the research project:

Group arrangement : Group (between 5 to 7 students per group)

Final product : A written paper (APA format) and presentation

Language : English

Description : Student groups produce a research paper on one of the topics relevant to Cambodian Business Law, **including but not limited to:**

1. Any issues relating to Introduction to Law or
2. Any issues related to Labor Law, or
3. Any issues related to Company Law or Business Operations, or
4. Any Issues related to Insolvency Law in Cambodia, or
5. Any issues related to Listed Companies..

The instructor may employ any methods s/he thinks fit and assign students to produce the final product accordingly. [Assignment Rubric](#)

8. STUDY PLAN

The course targets the 21 lessons in the study plan below. Each lesson is 3 class hours each; there are a total of 63 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	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. (CK1)	• Students receive course guideline for the whole semester
2	Essential Elements of the Legal System (2) 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. (CK1)	• Lecture, discussion • Students do assignment in group outside class
3	Labor Law and Contracts (1) 1. Explain the meaning of labor law and its source 2. Explain the labor contract (CC2)	• Lecture, discussion, group work and student presentation. • Students do assignment in group outside class
4	Labor Law and Contracts (2) 1. Identification of labor contract parties (CC1)	• Lecture, discussion, group work and student presentation. • Students do assignment in group outside class

5	Labor Law and Contracts (3) 1. The civil code as the primary source of contract law 2. Decree No. 38 on contracts for carriage 3. Juristic persons under the civil code (CC2)	- Lecture, discussion, group work and student presentation. - Students do assignment in group outside class
6	Labor Law and Contracts (4) 1. Labor contract suspension/dissolution. (CC2)	- Lecture, discussion, group work, student presentation, quiz - Students do assignment in group outside class
7	Labor Law and Contracts (5) 1. Working conditions and employee benefits 2. Labor disputes and their resolutions. (CC2)	- Lecture, discussion, group work and student presentation. - Students do assignment in group outside class
8	Seniority Payment 1. Amendment to Labor Law 2. Relevant Prakas	- Lecture, discussion, group work and student presentation. - Students do assignment in group outside class
9	Formation and Constitution of Companies 1. Fundamental conditions for company formation 2. Explanation of key characteristics related to company formation	- Lecture, discussion, group work and student presentation. - Students do assignment in group outside class
10	Law on Commercial Enterprises, Law on Investment, and Other Related Laws 1. Business fundamentals according to the law on commercial enterprises 2. General notion of the law on commercial enterprises (CC1, CK1)	- Lecture, discussion, group work, student presentation, Quiz - Students do assignment in group outside class
11	Identify the different forms of companies based on Cambodian Law 1. Forms of companies 2. Companies with special conditions under the law on investment and other laws	- Students do assignment in group out - Lecture, discussion, group work, student presentation side class
12	Formalities of Establishing a Company 1. Document for Filling for Online Registration 2. Draft Different Forms	- Lecture, discussion, group work, and student presentation. - Students do assignment in group outside class
13	Explanation of the Legal Personality of Companies 1. Existence of the company's legal personality 2. Company identification 3. Legal capacity of company (CK2, CK3)	Lecture, discussion, group work & student presentation.
14	Management, Capital, and Financing of Companies 1. Meetings and decisions (directors and shareholders) 2. Company management 3. Company dissolution.	- Lecture, discussion, group work and student presentation. - Students prepare and rehearse presentation for mock conference by themselves outside class
15	Dispute Resolution and Insolvency 1. Resolution by courts 2. Alternative dispute resolution 3. Insolvency (CK2)	- Lecture, discussion, group work and student presentation. - Students prepare and rehearse presentation for mock conference
16	Corporate Governance and Ethics (CK2)	- Lecture, discussion, group work and student presentation, Quiz - Students prepare and rehearse presentation for mock conference

	Midterm 1. Review all important points already learned.	Students take a midterm exam
17	Property 1. Immovable property ownership 2. Transfer of immovable property 3. Security in immovable property 4. Construction permits 5. Residential development projects 6. Real estate licensing 7. Security in movable property (CK1)	- Lecture, discussion, group work, and student presentation. - Students do assignment in group outside class
18	Law on Corporate Accounts, their Audit, and the Accounting Profession) (CK1)	- Lecture, discussion, group work, and student presentation. - Students do assignment in group outside class
19	Law on the Issuance and trading of Non-government Securities and Law on the Conduct of Non bank Financial Service Authority (1) (CK1)	- Lecture, discussion, group work, and student presentation. - Students do assignment in group outside class
20	Law on the Issuance and trading of Non-government Securities and Law on the Conduct of Non bank Financial Service Authority (2) - Quiz (CK1)	- Lecture, discussion, group work, and student presentation. - Students do assignment in group outside class
21	Review session Recall important points (All CLOs)	- Students discuss what they have learned. - Students give comments on the course
Total Hours: 63 hours		

9. TEXTBOOKS AND REFERENCES

Textbooks

- CamEd Business School, *Cambodian Business Law: Student Study Text for Exams up to December 2024*.

References

Specific references (publications of Dr. Virak Prum)

- Suspension of Employment Contract [read more](#)
- Meaning of the British Rule of Law [read more](#)
- Non-Competition Clause in the French Labor Law [read more](#)
- Subordination in Employment Relationship [read more](#)
- A Note on Constitutional Principle: Same Work, Same Wage? [read more](#)
- A Note on Legal Methods: Recent Case Law in Cambodia [read more](#)
- Expanding Cambodian Labor Law Through Jurisprudence [read more](#)
- Decentralization within the Centripetal Expression of State Power: Re-Guiding Cambodian Statutory Devolution, Forum of International Development Studies, Vol.28 (March 2005, Nagoya University) [read more](#)

9. Reforming Cambodian Local Administration: Is Institutional History Unreceptive for Decentralization?, Forum of International Development Studies, Vol. 30 (September 2005, Nagoya University) [read more](#)
10. Reinforcing Labor Case Law: Recent Decisions Concerning Union, Strike, FDC [read more](#)
11. Constitution: A Glance at Fundamental Concepts [read more](#)
12. Competition Law Up For Love, [Published on Phnom Penh Post on 18 October 2021](#)
13. Competition Law: In search of purposes. [Published on Phnom Penh Post on 15 December 2021](#)
14. Competition law and liberty: Who governs? [Published on Phnom Penh Post on 10 January 2022](#)
15. Competition law: Frying pan and sugar? [Published on Phnom Penh Post, on 06 February 2022](#)
16. Competition law: Market power at a glance. [Published on Phnom Penh Post on 24 February 2022](#)

FINANCIAL MANAGEMENT

FINC 501

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Financial Management 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 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.

2. REASON FOR THE COURSE

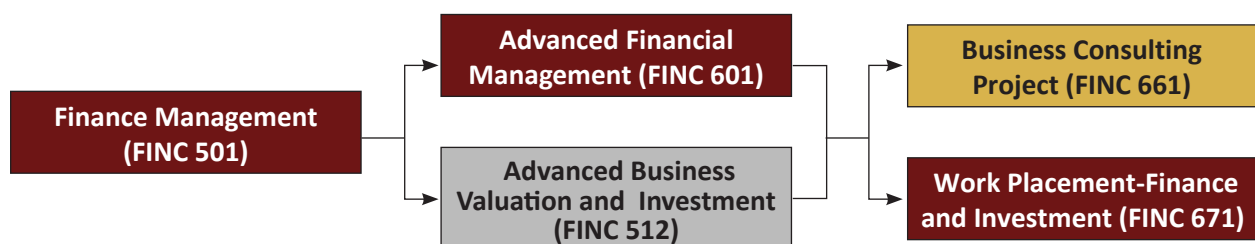
Financial Management examines the theory and practice of corporate investment and financial decisions. Its aim is to provide an understanding of some of the central decision problems in corporate finance relating to the daily management of the working capital, the long-term capital investment needed to replace productive assets, the financing of both short-term and long-term assets, and the dividend policy decisions. Students will be introduced to financial concepts and theories applied to finance-related issues encountered by firms in real-life situations focusing upon the role of the Financial Manager and the theory and skills required to make sound investment and financing decisions. The course deals with the theory and techniques of financial decision-making in a corporate context. Students will gain an understanding of why maximising shareholders wealth is regarded as a primary financial objective of a firm. In addition, students will develop their comprehension of the following key financial decisions- investment, financing, dividends and risk management- as paramount to creating wealth.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	50	40	60	225

4. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover four main areas in corporate finance: investment decisions, financing decisions, dividend policy decisions and working capital management. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Explain theory, concepts, and practice of corporate finance (CK1) Explain the theory, concepts and practice of corporate financial management function and discuss the impact of economic environment on financial management.	Understand	PC1
Discuss working capital management techniques (CK2) Discuss working capital management techniques in a business organisation.	Understand	PC3
Discuss the different techniques of decision-making (CK3) Discuss the different techniques of financial decision-making in the areas of investment, financing, dividends and risk management that an organisation may apply to maximise shareholders wealth.	Understand	PC1
Cognitive Skills	Level of Learning	Related PLO
Make a Strategic Financial Decision-Making (CC1) Carry out effective investment appraisal and financing analysis to guide business in making informed decision to maximise the wealth of the shareholders	Evaluate	PC1
Assessing Finance Options and Costs (CC2) Evaluate alternative sources of business finance and their respective cost to plan business growth and maximise the wealth of shareholders.	Evaluate	PC3
Apply Holistic Business Management: Valuation and Risk Strategies (CC3) Apply principles of business valuation and risk management techniques in business	Evaluate	PC1
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Leveraging Spreadsheet Proficiency for Financial Analysis (CCIT1) Use spreadsheets to analyze and demonstrate problem solving and critical skills in analysing financial information such as capital budgeting.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Develop Team-Based Approaches in Action (CIP1) Work in a team to perform financial planning and control.	Apply	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	CLO Assessment and Scoring			Skill Weighting for Grade
	Participation	Take-home case studies (3)	Final Exam	
Explain theory, concepts, and practice of corporate finance (CK1)	100%			10%
Discuss working capital management techniques (CK2)	100%			10%

Discuss the different techniques of decision-making (CK3)	100%			10%
Make a Strategic Financial Decision-Making (CC1)		50%	50%	10%
Assess Finance Options and Costs (CC2)		50%	50%	20%
Apply Holistic Business Management: Valuation and Risk Strategies (CC3)		50%	50%	10%
Leverage the Spreadsheet Proficiency for Financial Analysis (CCIT1)		30%	70%	20%
Develop Team-Based Approaches in Action (CIP1)		40%	60%	10%

TEACHING AND LEARNING

7. 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.

8. 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 - Describe the course learning outcomes and assessment - Explain the main objective of financial management (CK1).	- Lecture - Demonstration of financial management - Group exercise on the reason for disposing of surplus assets. Reading: <i>BPP Text Chapter 1 pp 1-23</i>
2	The financial management and objectives - Describe financial, strategic, business, and operational strategy (CK1). - Calculate and interpret investor and profitability ratios (CK2).	- Lecture - Demonstration measuring achievement of objective - Group exercise on investor and profitability ratios Reading: <i>BPP Text Chapter 1 pp 1-23</i>
3	The financial management and objectives - Calculate and interpret investor and profitability ratios (CK2). - Describe the 3-E's in evaluating performance (CK2).	- Lecture - Group case study of Taing Chan Lim Co - Group drill and practice on measures of Effectiveness/KPIs Reading: <i>BPP Text Chapter 1 pp 1-23</i>

4	The economic environment 1. Define and identify external, internal and connected stakeholders (CK1). 2. Describe principles of good corporate governance (CK1).	- Lecture - Demonstration on stakeholder's theory Reading: <i>BPP Text Chapter 2 pp 25-44</i>
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).	- Lecture - Demonstration on government economic objectives Reading: <i>BPP Text Chapter 2 pp 25-44</i>
6	The economic environment 1. Define and identify fiscal and exchange rate policy (CK1).	- Lecture - Discussion the effect of fiscal policy to economic Reading: <i>BPP Text Chapter 2 pp 25-44</i>
7	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).	- Lecture - Demonstration of concept time value of money and investment appraisal method with non-discounted cash flow - Solving exam question on determining the proposed investment based on ROCE and ARR Reading: <i>BPP Text Chapter 5 pp 106-134</i>
8	Investment appraisal using discounted cash flow methods 1. Calculate net present value of cash flows (CK1, CC2, CCIT1). 2. Decide whether to invest in a project based on the net present value (CC2).	- Lecture - Demonstration of discount cash flow - Group drill and practice on new project NPV Reading: <i>BPP Text Chapter 5 pp 106-134</i>
9	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).	- Lecture - Discussion on concept of IRR - Group exercise on the proposed investment based on NPV and IRR Reading: <i>BPP Text Chapter 5 pp 106-134</i>
10	Capital budgeting under inflation and taxation 1. Describe the real terms and nominal terms approaches to investment appraisal (CK1).	- Lecture - Discussion on relevant and non-relevant cash flow and inflation Reading: <i>BPP Text Chapter 6 pp 135-156</i>
11	Capital budgeting under inflation and taxation (continued) 1. Calculate taxation effects the relevant cash flows (CC2, CCIT1).	- Lecture - Demonstration of capital allowances Reading: <i>BPP Text Chapter 6 pp 135-156</i>
12	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).	- Lecture - Solving exam question on the proposed investment with nominal cost of discount Reading: <i>BPP Text Chapter 6 pp 135-156</i>

13	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).	- Lecture - Demonstration of risk and uncertainty analysis Reading: BPP Text Chapter 7 pp 157-200
14	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).	- Lecture - Demonstration of sensitivity and probability analysis - Group exercise on measure sensitivity of project Reading: BPP Text Chapter 7 pp 157-200
15	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).	- Lecture - Group problem on capital rationing and optimality Reading: BPP Text Chapter 8 pp 173-200
16	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)	- Lecture - Discussion on different sources of finance - Group problem on debt valuation Reading: BPP Text Chapter 9 & 10 pp 201-232
17	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).	- Lecture - Discussion on right issues - Group exercise on the effect of right issues to shareholder's wealth Reading: BPP Text Chapter 9 & 10 pp 201-232
18	Dividend policy 1. Describe common dividend policies and determine dividend capacity (CK1).	- Lecture - Demonstrate and didactic questioning on dividend policies Reading: BPP Text Chapter 9 & 10 pp 201-232
19	Dividend policy (continued) 1. Describe common dividend policies and determine dividend capacity (CK1).	- Lecture - Demonstrate of dividend policies - Group case study analysis Reading: BPP Text Chapter 9 & 10 pp 201-232
20	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).	- Lecture - Discussion and calculate cost of equity by CAPM and DVM - Group problem on cost of equity calculation Reading: BPP Text Chapter 11 pp 233-261
21	Cost of capital (continued) 1. Calculate the after tax cost of debt (CC2). 2. Calculate the cost of preference shares (CC2).	- Lecture - Calculate different cost of debt Reading: BPP Text Chapter 11 pp 233-261

22	Cost of capital (continued) 1. Calculate weighted average cost of capital (CC2, CCIT1). 2. De-gear and re-gear beta (CC2, CCIT1).	- Lecture - Demonstrate of WACC - Didactic questioning on project specific cost of capital - Group exercise on WACC calculation Reading: BPP Text Chapter 11 pp 233-261
23	Gearing and capital structure 1. Calculate and evaluate financial and operational gearing (CC2, CCIT1).	- Lecture - Calculate the different types of gearing - Group exercise on the effect of new investment to gearing Reading: BPP Text Chapter 12 pp 263-292
24	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).	- Lecture - Demonstration of financial structure Reading: BPP Text Chapter 12 pp 263-292
25	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).	- Lecture - Demonstration of M&M with and without tax - Group case study analysis on M&M PIZZA Reading: BPP Text Chapter 12 pp 263-292
26	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).	- Lecture - Demonstration of working capital component - Group case study on working capital ratios Reading: BPP Text Chapter 3 pp 45-106
27	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).	- Lecture - Demonstration of working capital component - Group case study on working capital ratios Reading: BPP Text Chapter 3 pp 45-106
28	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).	- Lecture - Demonstration of managing inventory - Group problem on policy to minimize inventory cost Reading: BPP Text Chapter 3 pp 45-106
29	Managing working capital (continued) 1. Determine inventory re-order levels, minimum inventory, maximum inventory (CC1). 2. Describe the feature of JIT inventory management (CK2).	- Lecture - Demonstration of managing inventory - Solving exam question on inventory management Reading: BPP Text Chapter 3 pp 45-106

30	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).	- Lecture - Demonstration of receivable management - Group drill and practice on settlement discount decision Reading: <i>BPP Text Chapter 3 pp 45-106</i>
31	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)	- Lecture - Solving exam question on proposed policy and factoring offer Reading: <i>BPP Text Chapter 3 pp 45-106</i>
32	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)	- Lecture - Demonstration of cash management - Group drill and practice on cash flow forecast Reading: <i>BPP Text Chapter 4 pp 78-106</i>
33	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)	- Lecture - Discussion of diversification of risk and treasury management Reading: <i>BPP Text Chapter 4 pp 78-106</i>
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).	- Lecture - Discussion on methods to value business Reading: <i>BPP Text Chapter 13 293-327</i>
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).	- Lecture - Discussion on methods to value business - Solving exam question on method of business valuation that appropriate Reading: <i>BPP Text Chapter 13 293-327</i>
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).	- Lecture - Discussion on methods to value business - Solving exam question on method of business valuation that appropriate Reading: <i>BPP Text Chapter 13 293-327</i>
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).	- Lecture - Discussion on methods to value business - Solving exam question on method of business valuation that appropriate Reading: <i>BPP Text Chapter 13 293-327</i>

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).	- Lecture - Discussion on methods to value business - Solving exam question on method of business valuation that appropriate Reading: <i>BPP Text Chapter 13 293-327</i>
39	Foreign currency 1. Forecast exchange rates using interest rate parity and purchasing power parity (CK1, CC2).	- Lecture - Demonstration of exchange rate - Group exercise on conversion of foreign currency Reading: <i>BPP Text Chapter 14 329-361</i>
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).	- Lecture - Discussion of method to hedge foreign exchange rate risk Reading: <i>BPP Text Chapter 14 329-361</i>
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).	- Lecture - Discussion of international fisher effect and money market hedge - Group exercise on foreign exchange risk whether to use forward or money market hedge Reading: <i>BPP Text Chapter 14 329-361</i>
42	Foreign currency risk (continued) 1. Describe and calculate the outcome of both forward contract hedges and money market hedges for xchange rate risk (CK1, CC2, CCIT1).	- Lecture - Discussion of international fisher effect and money market hedge - Group exercise on foreign exchange risk whether to use forward or money market hedge Reading: <i>BPP Text Chapter 14 329-361</i>
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).	- Lecture - Discussion of international fisher effect and money market hedge - Group exercise on foreign exchange risk whether to use forward or money market hedge Reading: <i>BPP Text Chapter 14 329-361</i>
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).	- Lecture - Discussion of international fisher effect and money market hedge - Group exercise on foreign exchange risk whether to use forward or money market hedge Reading: <i>BPP Text Chapter 14 329-361</i>
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	

9. 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. Watson, D. and Head, A. (2019) *Corporate Finance Principles and Practice*, Pearson. 8th Edition, Pearson.
3. Arnold, G. (2009) *The Financial Times Guide to Investing*, Pearson.
4. Brealey, R. and Myers, S. (2010) *Principles of Corporate Finance—Global Edition*, McGraw-Hill.
5. Das, S. (2012) *Extreme Money: The Masters of the Universe and the Cult of Risk*, Pearson.
6. Perks, R. and Leiwy, D. (2010) *Accounting: Understanding & Practice*, McGraw-Hill.
7. Nofsinger, K., Kim, J.R. and Mohr, D.J. (2010) *Corporate Governance*, International Edition, Pearson.
8. ACCA Technical Articles: To be assigned in class under selected topics.

ADVANCED FINANCIAL MANAGEMENT

FINC 601

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Advanced Financial Management is designed to equip students with the skills that would be expected from a financial controller 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 multinational organisation context. In addition the course covers the four strategic financial management decision areas of advanced investment appraisal, acquisitions and mergers, corporate reconstruction and reorganisation and treasury and advanced risk management.

The following section discusses the evaluation of potential investment decisions and assessing their financial and strategic consequences, both domestically and internationally. The next area covers the assessment and planning of acquisitions and mergers as an alternative growth strategy together with corporate reorganisation strategies. Relevant cost of capitals for every decision will be derived after considering the risks involved and free cash flow valuations will be highlighted in all these decisions. Free cash flow to equity holders will be used to illustrate dividend policy and maximum dividend capacity of company. In addition, the course covers the evaluation of alternative treasury and risk management techniques.

2. REASON FOR THE COURSE

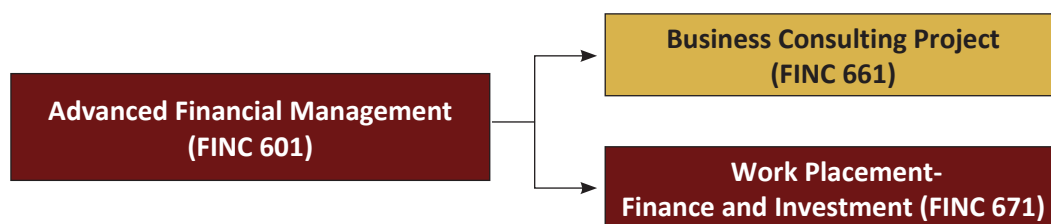
Advanced Financial Management examines the theory and practice of corporate investment and financial decisions. Its aim is to provide an understanding of some of the strategic issues which are critical to the organisation such as using the right techniques to make investment decisions, acquisition and restructuring of business to enhance shareholder wealth together with minimising risk for the shareholder. Focus will also be on the financing aspects for company commitments and dividend policy decisions. Students will be introduced to financial concepts and theories applied to finance-related issues encountered by firms in real-life situations focusing upon the role of the Financial Controller and the theory and skills required to make sound investment and financing decisions. The course deals with the theory and techniques of financial decision-making in a corporate context. Students will gain an understanding of why maximising shareholders wealth is regarded as a primary financial objective of a firm. In addition, students will develop their comprehension of the following key financial decisions - investment, financing, dividends and risk management - as paramount to creating wealth.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	50	40	60	225

4. ROLE IN CURRICULUM



Prerequisites

Students must have completed Financial Management FINC 501 before attempting this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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:

Knowledge	Level of Learning	Related PLO
Corporate Financial Management (CK1) Explain the theory, concepts and practice of corporate financial management function and discuss the impact of economic environment on financial management	Understand	PK1
Exploring Effective Working Capital Management (CK2) Discuss working capital management techniques in a business organisation	Understand	PK2
Draw Strategic Financial Decision-Making (CK3) Discuss the different techniques of financial decision-making in the areas of investment, financing, dividends and risk management that an organisation may apply to maximise shareholders wealth.	Understand	PK3
Cognitive Skills	Level of Learning	Related PLO
Investment Appraisal and Financing Analysis (CC1) Carry out effective investment appraisal and financing analysis to guide business in making informed decision to maximise the wealth of the shareholders	Create	PC1
Optimizing Growth (CC2) Evaluate alternative sources of business finance and their respective cost to plan business growth and maximise the wealth of shareholders.	Apply	PC2
Applying Valuation Principles and Risk Management (CC3) Apply principles of business valuation and risk management techniques in business	Apply	PC3
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Excel Proficiency in Financial Analysis (CCIT1) Use Microsoft Excel software to analyze and demonstrate problem solving and critical skills in analysing financial information such as capital budgeting.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Team-Based Financial Planning and Control (CIP1) Work in a team to perform financial planning and control	Apply	PIP1

6. ASSESSMENT AND GRADING

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

Skill	Assessment			Skill Weighting for Grade
	Participation	Take-home case studies (3)	Final Exam	
Corporate Financial Management (CK1)	100%			10%
Exploring Effective Working Capital Management (CK2)	100%			10%
Strategic Financial Decision-Making (CK3)	100%			10%
Investment Appraisal and Financing Analysis (CC1)		50%	50%	10%
Optimizing Growth (CC2)		50%	50%	20%
Applying Valuation Principles and Risk Management (CC3)		50%	50%	10%
Excel Proficiency in Financial Analysis (CCIT1)		30%	70%	20%
Team-Based Financial Planning and Control (CIP1)		40%	60%	10%

TEACHING AND LEARNING

7. TEACHING METHODS

This course is primarily lecture based, case study analysis and problem application based on past examinations published by ACCA for Advanced Financial Management paper (P4) 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.

8. 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	Advanced Financial Management & Objectives 1. Describe the course learning outcomes and assessment 2. Explain the main objective of advanced financial management (CK1).	- Lecture - Demonstration of advanced financial management Reading:
2	The role and responsibility of senior financial adviser in multinational organisation(MNC) 1. Describe role and responsibility of financial adviser 2. Setting the financial goals of the business and it's financial policy development (CK2).	- Lecture - Recommend strategies for management of financial resources. - Group exercise on allocation of resources for the achievement of organizational goals in line with agreed policy framework. Reading:

3	Financial Strategy formulation 1. Assess organisational performance through ratios and trends (CK2). 2. Assess organisation's exposure to business and financial risk including operational, reputational, political, economic, regulatory and fiscal risk.(CK2).	• Lecture • Demonstrate relevant ratios and trend analysis . • Develop a framework for risk management, comparing and contrasting risk mitigation, hedging and diversification strategies. • Explain the theoretical and practical rationale for the management of risk. • Explain capital investment monitoring and risk management systems. Reading:
4	Financial Strategy Formulation 1. Describe optimum capital mix and structure within a specified business context and capital asset structure (CK1). 2. Describe appropriate distribution and retention policy. (CK1).	• Lecture • Demonstrate on how to recommend an optimum capital structure in a practical business and how distribution of profits are decided. Reading:
5	Ethical and governance issues 1. Assess the ethical dimension within business issues and decisions and advise on best practice in the financial management of the organisation. (CK1).	• Lecture • Demonstrate on the interconnectedness of the ethics of good business practice between all functional areas of the organisation. Reading:
6	Ethics and governance issues 1. Describe an ethical framework for the development of an organisation's financial policies and a system for the assessment of it's ethical impact upon the financial management of the organisation (CK1).	• Lecture • Demonstrate the establishment of an ethical financial policy for the financial management of the organisation grounded in good governance, the highest standards of probity and is fully aligned with the ethical principles of the association. Reading:
7	Investment decisions using non-discounted cash flow methods 1. Understand the concept of time value of money 2. Calculate, interpret, and make investment decisions based on the basic and discounted payback period 3. Calculate return on capital employed (accounting rate of return) and discuss its usefulness as an investment appraisal method	• Lecture • Demonstration of concept time value of money and investment appraisal method with non-discounted cash flow • Solving exam question on determining the proposed investment based on ROCE and ARR Reading:
8	Investment appraisal using discounted cash flow methods 1. Calculate net present value of cash flows using relevant cash flows 2. Decide whether to invest in a project based on the net present value method and link to IRR method. 3. Calculating NPV and IRR using real terms and nominal terms approaches.	• Lecture • Demonstration of discount cash flow • Group drill and practice on new project NPV and IRR using real terms and nominal terms approaches. Reading:
9	Investment appraisal using discounted cash flow methods (continued) 1. Identify taxation effects and tax allowable depreciation effects on cash flow 2. Describe usage of annuity and perpetuity on long term projects and discounting of annuity and perpetuity cash flows.	• Lecture • Discussion on concept of annuity and perpetuity and effects of tax on cash flow. • Group Exercise – Calculate NPV on a long term project taken to perpetuity with tax effects included. Reading:

10	Capital budgeting under capital constraints. 1. Single period rationing with divisible projects and indivisible projects.(CK1).	• Lecture • Discussion on hard and soft capital rationing and solving exam questions on single period rationing with divisible projects using profitability index and indivisible projects using trial and error combination of projects. Reading:
11	Capital budgeting under capital constraints (continued) 1. Multiperiod rationing with divisible and indivisible projects	• Lecture • Demonstration of setting of linear programming models for divisible projects and integer programming models for indivisible projects. • Interpretation of the output from these models. Reading:
12	New developments in Investment appraisal techniques 1. Conflict between NPV and IRR decisions and the development of MIRR. 2. Replacement of payback method with project recovery and project duration.	• Lecture • Solving problems highlighting the conflict between NPV and IRR and how MIRR resolves the conflict. • Demonstrate project recovery and project duration. Reading:
13	Project appraisal under risk 1. Adjusting for risk and uncertainty in investment appraisal method 2. Calculate the sensitivity of NPV to changes in inputs, with sensitivity being the change required to reduce NPV to zero	• Lecture • Demonstration of risk and uncertainty analysis Reading:
14	Project appraisal under risk (continued) 1. Demonstrate new development in risk by application of Monte Carlo simulation to risk – using output and standard deviation to measure Value At Risk	• Lecture • Illustrate calculation of value at risk and show how much of NPV calculated is at risk using confidence levels. Reading:
15	Review of investment appraisal with capital rationing and new developments included.	• Lecture • Group problem on investment appraisal with linking to capital rationing and new developments illustrated. Reading:
16	Sources of finance 1. Discuss possible sources of finance for a project, and their advantages and disadvantages 2. Value equity finance – methods used with focus on Free cash Flow method.	• Lecture • Discussion on different sources of finance • Group problem on equity valuation with focus on FCF and FCFE methods. Reading:
17	Sources of finance (continued) 1. Cost of equity derivation using dividend valuation model and discuss CAPM method of deriving k_e 2. Discuss valuation of debt – redeemable and irredeemable debt.	• Lecture • Discussion on the 2 methods of deriving k_e and basic debt valuation methods. Reading:

18	Sources of finance (continued) - Valuation of debt with changing yield - Valuation of debt with coupon paid more than once a year. - Credit risk of organisation and valuation by estimating credit spread over risk free rate.	- Lecture - Demonstrate advanced valuation techniques of debt and discuss question applying these techniques. Reading:
19	Sources of finance (continued) & WACC(cost of capital) - Assess an organisation's debt exposure to interest rate changes using Macaulay Duration and Modified Duration methods. - Derivation of WACC – basic co. WACC using valuation above	- Lecture - Demonstrate measurement of sensitivity of debt using duration and illustrate cost of capital calculations for a company given the different sources of finance used . - Group case study analysis Reading:
20	Cost of capital Calculate risk adjusted WACC – changing WACC with diversification into new businesses. Using asset beta formula to change beta – business risk & financial risk.	- Lecture - Discussion of risk adjusted WACC and discuss question applying this WACC in project evaluation. Reading:
21	Cost of capital (continued) - Discuss impact of capital structure/gearing on cost of capital – theories explaining capital structure: - Traditional Theory vs. Modigliani & Miller Proposition(before tax and after tax) - Pecking Order Theory - Static Trade-Off Theory	- Lecture - Demonstrate application of theories and discuss questions on approach to determining optimal WACC. Reading:
22	Adjusted Present Value (APV) method of investment appraisal - Link APV method to M&M Theory application - Show financing side effects and why debt is ignored in calculating base case NPV.	- Lecture - Demonstrate application of APV with examples and Group exercise on APV calculation Reading:
23	APV (continued) - Effect of tax shield on APV calculations & - Financing of project with loan that has equal installment repayment including capital repayment and interest.	- Lecture - Calculate the loan repayment schedule and show integration into APV - Group case study on the effect of APV method on shareholders wealth. Reading:
24	Mergers And Acquisition (M&A) - Discussion of reasons for M&A and different sources of synergy. - Introduce different valuation methods of equity for target co.	- Lecture - Demonstration of importance of external growth compared to organic growth discuss advantages and disadvantages of different methods of valuation including FCF and FCFE methods. Reading:
25	M & A (continued) - Value creation in M&A and how this value created is shared by acquiror and acquiree. - Evaluate different payment modes on acquisition and how each payment mode contributes to gain/loss to acquiror and acquiree. - Pre-bid and post-bid defence strategies available to acquiree and code of takeover.	- Lecture - Demonstration of value creation using relevant questions on different payment modes. - Show how to calculate no.of shares in share for share exchange given premium/value creation required by acquiree to surrender shares – Case Study Analysis. Reading:

26	M & A (continued) 1) Restructuring of business – explain maximising of shareholder value by unlocking shareholder value and preventing conglomerate discount on holding co. share price. 2) Evaluate restructuring strategies of sell off vs. demerger	• Lecture • Demonstration of different restructuring strategies and show with a question how demerger is carried out and how it contributes to maximising shareholder value Reading:
27	M&A – Restructuring strategies (continued) 1) Unbundling parts of a business and impact of this strategy on Earnings, EPS, Statement of financial position and gearing. 2) Effect of company repurchasing their own shares on above.	• Lecture • Demonstration with a case study on unbundling strategy and co. share repurchase on shareholder wealth. Reading:
28	M&A – Restructuring strategies (continued) 1) MBO vs. MBI – advantages and disadvantages of each of these restructuring strategies 2) Financing issues in an MBO and how MBO team arranges for finance to undertake MBO.	• Lecture • Demonstration with relevant questions on how MBO/MBI is financed and preparing co. for listing after several years of successful operation. Reading:
29	M&A – Restructuring strategies (continued) Breaking up an acquired business and only merging parts of the business that we require and selling off / spinning off the other parts of the business.	• Lecture • Demonstration of value created in this situation and how maximisation of shareholder value is still pursued without keeping the entire business acquired. Discussion with a case study problem. Reading:
30	M&A – Company reconstruction strategies 1) Strategies to turn around a loss making operation with cash flow problems. 2) Compare different proposals put forward with ceasing operations to convince stakeholders that long term survival of co. is better than closing down. 3) Carry out stakeholder analysis using each proposal.	• Lecture • Case study analysis of company turn around strategies with stakeholder analysis. Reading:
31	Review of M&A concepts and summary 1) Summarise key concepts on mergers and acquisition 2) Describe importance of restructuring and how company should continue pursuing this strategy to unlock shareholder value	• Lecture • Solving case studies which comprehensively covers different aspects of M&A Reading:
32	Risk Management 1) Options valuation – share options 2) Usage of call options and employee share option schemes	• Lecture • Demonstration of basic mechanics on option theory and how to value options using Black Scholes Model – valuing a call option and put option. Reading:
33	Risk Management (continued) 1) Explain the GREEKS in option valuation theory 2) Demonstrate the use of delta and usefulness of put option in hedging co. investment portfolios.	• Lecture • Discussion of protecting shareholders wealth by buying sufficient put options using delta to decide. Question on delta application will be used. Reading:

34	Risk Management (continued) 1) Real options in investment appraisal – adding a time dimension to investment appraisal by valuing real options. 2) Delay option and expansion option valuation using Black Scholes Model	- Lecture - Demonstrate the usefulness of real options in making investment appraisal decisions and show questions on application by calculating/ valuing delay option and expansion option. Reading:
35	Black Scholes Model (continued) 1) Valuation of abandonment option and how a negative NPV project should be evaluated using this option. 2) Limitations and assumptions of Black Scholes Model	- Lecture - Discussion of abandonment option using BS model with relevant question. - Case Study analysis of Black Scholes model issue linked to investment appraisal. Reading:
36	Currency Risk Management 1) Determining exchange rates – future spot rate and forward rate using PPP theory and IRP theory. 2) Different types of currency risk 3) Internal Hedging Methods	- Lecture - Discussion of currency risk management concepts and importance of hedging currency exposure to protect shareholder wealth. Illustrate internal hedging methods – multilateral netting to minimise transaction costs and risk. Reading: <i>BPP Text Chapter 13 293-327</i>
37	Currency Risk Management (continued) 1) External Hedging Methods - Forward Contracts - Money Market Hedge - Currency Futures - Currency Options 2) Direct Quotes vs. Indirect Quotes 3) Cross Rates and cross hedges	- Lecture - Discussion on methods of external hedging - Solving exam questions on the application of different hedging methods. - Illustrate different types of currency quotations and how to derive cross rates and implement cross hedges. Reading:
38	Currency Risk Management (continued) Final review of currency risk management techniques and principles	- Lecture - Case studies discussion on currency hedging and application of methods into different scenarios. Reading:
39	Interest Rate Risk management 1) Basic concepts on interest rate hedging 2) Internal hedging – smoothing 3) External Hedging Methods - Forward Rate Agreement (FRA) - Interest Rate Futures - Interest rate options	- Lecture - Demonstrate the different interest rate hedging methods using exam questions - Illustrate basis risk and margin requirements in markets to undertake interest rate hedging. Reading:
40	Interest Rate Risk Management (continued) 1) Using collar strategy to minimise premium on interest rate options. 2) Devising a collar strategy for both borrower and depositor	- Lecture - Discussion of collar as a variation of interest rate options to minimise premium using exam questions. Reading:

41	Long Term Hedging strategies 1) Interest rate swaps and currency swaps 2) Demonstrate swaps are the best instruments for L/T hedging by comparing with options and swaptions	• Lecture • Discussion of techniques in arranging a swap and the effective interest rate paid after the swap • Illustrate how shareholders wealth is affected by swap arrangement using case study analysis. Reading:
42	Multinational Corporations and Transfer Pricing Demonstrate MNC operations and how transfer pricing is used as tax saving mechanism to minimise tax liability.	• Lecture • Demonstrate how MNC's can manipulate transfer prices across borders to achieve tax savings with relevant questions. Reading:
43	Overseas NPV – Foreign direct investment by MNCs. Evaluate viability of overseas projects by using relevant cash flows and applying bilateral tax treaties to analyse investments.	• Lecture • Demonstrate how FDI's are evaluated using case studies on overseas NPV and how local cash flows get affected by shifting overseas. Deriving WACC for overseas projects will also be shown. Reading:
44	Dividend Policy of co. given earnings from local operations and overseas operations. Using FCFE from local and overseas operation demonstrate how maximum dividend capacity of a company can be determined.	• Lecture • Illustrate derivation of maximum dividend capacity and dividend ratios to analyse dividend policy of company using relevant questions and case study. Reading:
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	

9. TEXTBOOKS AND REFERENCES

Textbooks

1. BPP Learning Media, *Paper P4, Advanced Financial Management*, Up to June 2021.
2. BPP Learning Media, *Practice & Revision Kit Paper P4, Advanced Financial Management*, Up to June 2021

References

1. Kaplan Publishing, *Paper P4 Advanced Financial Management*, Up to December 2021.
2. Watson, D. and Head, A. (2019) *Corporate Finance Principles and Practice*, Pearson. 8th Edition, Pearson.
3. Arnold, G. (2009) *The Financial Times Guide to Investing*, Pearson.
4. Brealey, R. and Myers, S. (2010) *Principles of Corporate Finance—Global Edition*, McGraw-Hill.
5. Das, S. (2012) *Extreme Money: The Masters of the Universe and the Cult of Risk*, Pearson.
6. Perks, R. and Leiwy, D. (2010) *Accounting: Understanding & Practice*, McGraw-Hill.
7. Nofsinger, K., Kim, J.R. and Mohr, D.J. (2010) *Corporate Governance, International Edition*, Pearson.
8. ACCA Technical Articles: To be assigned in class under selected topics

ADVANCED BUSINESS VALUATION AND INVESTMENTS

FINC 512

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course introduces students to different financial markets and their role in the economy and offers an exploration of current developments in the world's financial markets and institutions, including innovation, globalization, with a focus on the actual practices of financial institutions, investors, and financial instruments. The course also explores alternative investments techniques available in the global financial markets including the underlying rationale for such investment types as well as providing an understanding of the construction and management of relevant strategies. The course will provide students a general grounding in the stock valuation approaches such as discounted cash flow models, market multiple models as well as valuation of a young private company. 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. The course will also introduce students to the CFA Institute Code of Ethics and Standards of Professional Conduct and learn to describe the sustainability landscape and analyze sustainable technologies, strategies, and business models from the perspective of managers, entrepreneurs, and investors.

2. REASON FOR THE COURSE

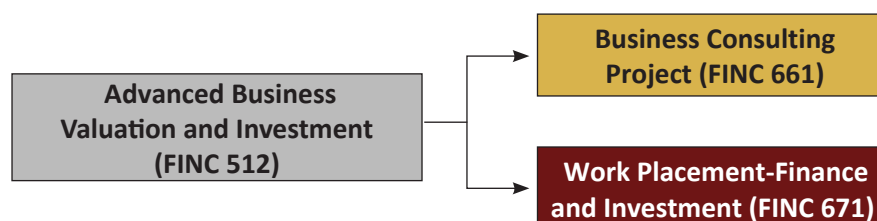
The course teaches the students to be able to pull apart the financial statements to get at the relevant information for valuation; to identify “red flags” that indicate an impending liquidity crisis; to see clearly how industry fundamentals and competitive forces directly affect financial results and, 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; 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.

3. STUDY HOURS

Credits: 5

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
75	54	42	54	225

4. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites to this course other than the entrance requirements for the program.

SKILLS

5. LEARNING OUTCOMES

Upon successful completion of this course students should be able to:

Knowledge	Level of Learning	Related PLO
Explain the fundamental principles of investment (CK1) Explain the fundamental principles of investment, with a focus on financial markets and institutions, alternative investments techniques available in the global financial markets and formulation of relevant strategies given the investor's objective.	Understand	PK1
Explain the process of a robust equity valuation analysis (CK2) Explain the process of a robust equity valuation analysis and the appropriate techniques for valuation and management of equity investments (for a listed and private company).	Understand	PK1
Explain the CFA Code of Ethics and Standards of Conduct (CK3) Explain the CFA Code of Ethics and Standards of Conduct and the overview of common impact investment strategies across asset classes, including venture capital, private credit, public equities, and real assets.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Evaluate the different approaches (CC1) Evaluate the different approaches to estimating equity investment risk and return and cost of capital from a company's perspective.	Evaluate	PC1
Apply discounted cash flow model (CC2) Apply discounted cash flow model in determining the of a listed and private company. This includes analyzing historical performance, benchmarking and strategic analysis and forecasting free cash flows, identifying sources of value, interpretation of results.	Create	PC1
Apply market multiples based on comparables (CC3) Apply market multiples based on comparables to perform the market approach to valuation and discuss the rationale for market multiples to value equity.	Evaluate	PC1
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Use Microsoft Excel software and other packages (CCIT1) Use Microsoft Excel software and other packages useful for forecasting and analysing financial information.	Apply	PCIT2
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Develop teamwork skills (CIP1)	Create	PIP1
Behave ethically as a finance analyst (CIP2) Behave ethically as a finance analyst in accordance with the CFA Code of Ethics	Evaluate	PIP2

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring						Total CLO Score	Weighting for Course Grade
	Attendance & Participation	In-class Tests	Home-work	Assignments (Stock Valuation)	Midterm Exam	Final Exam		
Evaluate the different approaches (CC1)							100%	
Explain the process of a robust equity valuation analysis (CK2)							100%	
Explain the CFA Code of Ethics and Standards of Conduct (CK3)							100%	
Evaluate the different approaches (CC1)							100%	
Apply discounted cash flow model (CC2)							100%	
Apply market multiples based on comparables (CC3)							100%	
Use Microsoft Excel software and other packages (CCIT1)							100%	
Develop teamwork skills (CIP1)							100%	
Behave ethically as a finance analyst (CIP2)							100%	

During the term there is one Project Assignment:

Business Valuation Assignment

Work arrangement: Group

Output format : Professional Valuation Report Format, Presentation

Language : English

Assignment : Each team (team of 3-4 students) must prepare a written research report on the subject company (The subject company can be ABC, PWSA, PPAP, PAS, GTI, PPSEZ, PEPC or NagaCorp) chosen by the team, which involves an analysis of the ordinary shares of a publicly listed company. Each team will be required to value the equity of the chosen company. Each student will be tested on their analytical, valuation, report writing, and presentation skills.

TEACHING AND LEARNING

7. COURSE LEARNING OUTCOMES (CLO)

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.

8. 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 and the reasons why invest (CK1) 2. Explain the different types and functions of financial market and financial intermediaries in an investment world (CK1) 3. Describe the choices and issues in index construction and management (CK1)	• Lecture • Discussion Reading: <i>CFA Material, Equity & Portfolio Management: Part I and Bodie, Kane & Marcus (2019) Investments (p. 6-143)</i>
2	Introduction to the Investment Setting 1. Define and explain what is investment and the reasons why invest (CK1) 2. Explain the different types and functions of financial market and financial intermediaries in an investment world (CK1) 3. Describe the choices and issues in index construction and management (CK1).	• Lecture • Discussion Reading: <i>CFA Material, Equity & Portfolio Management: Part I and Bodie, Kane & Marcus (2019) Investments (p. 6-143)</i>
3	Introduction to the Investment Setting 1. Describe the choices and issues in index construction and management (CK1); 2. Compare the different weighting methods used in index construction (CK1); 3. Calculate and analyze the value and return of an index given its weighting method (CK1);	• Lecture • Discussion Reading: <i>CFA Material, Equity & Portfolio Management: Part I and Bodie, Kane & Marcus (2019) Investments (p. 6-143)</i>
4	Introduction to the Investment Setting 1. Describe the choices and issues in index construction and management (CK1); 2. Compare the different weighting methods used in index construction (CK1); 3. Calculate and analyze the value and return of an index given its weighting method (CK1);	• Lecture • Discussion Reading: <i>CFA Material, Equity & Portfolio Management: Part I and Bodie, Kane & Marcus (2019) Investments (p. 6-143)</i>
5	Introduction to Alternative Investments 1. Explain what financial instruments are (CK1); 2. Explain and differentiate between traditional and alternative investments (CK1); 3. Describe types and categories of alternative investments (CK1); 4. Explain investment characteristics of hedge funds; private capital; natural resources; real estate; and infrastructure (CK1); 5. Describe the choices and issues in index construction and management (CK1); 6. Compare the different weighting methods used in index construction (CK1); 7. Calculate and analyze the value and return of an index given its weighting method (CK1);	• Lecture • Discussion Reading: <i>CFA Material, Introduction to Alternative Investments (p. 5-74)</i>

6	Introduction to Alternative Investments 1. Explain what financial instruments are (CK1); 2. Explain and differentiate between traditional and alternative investments (CK1); 3. Describe types and categories of alternative investments (CK1); 4. Explain investment characteristics of hedge funds; private capital; natural resources; real estate; and infrastructure (CK1); 5. Describe the choices and issues in index construction and management (CK1); 6. Compare the different weighting methods used in index construction (CK1); 7. Calculate and analyze the value and return of an index given its weighting method (CK1);	• Lecture • Discussion Reading: CFA Material, <i>Introduction to Alternative Investments</i> (p. 5-74)
7	Investment risk and return 1. Explain the concept of risk and return and how investors measure risk and return (CC1, CIP1). 2. Calculate the holding period return of an investment (CC1, CIP1). 3. Calculate the arithmetic and geometric mean return of an investment (CC1, CIP1).	• Lecture • Discussion Reading: CFA Material, <i>Portfolio Risk and Return: Part II</i> (p. 191-243)
8	Investment risk and return 1. Explain the concept of risk and return and how investors measure risk and return (CC1, CIP1). 2. Calculate the holding period return of an investment (CC1, CIP1). 3. Calculate the arithmetic and geometric mean return of an investment (CC1, CIP1).	• Lecture • Discussion Reading: CFA Material, <i>Portfolio Risk and Return: Part II</i> (p. 191-243)
9	Investment risk and return 1. Calculate the arithmetic and geometric mean return of an investment (CK1, CC1). 2. Calculate the expected rate of return from an investment using CAPM (CK1, CC1). 3. Calculate the beta, variance, standard deviation and share ratio of an investment (CK1, CC1).	• Lecture • Discussion Reading: CFA Material, <i>Portfolio Risk and Return: Part II</i> (p. 191-243)
10	Investment risk and return 1. Calculate the arithmetic and geometric mean return of an investment (CK1, CC1). 2. Calculate the expected rate of return from an investment using CAPM (CK1, CC1). 3. Calculate the beta, variance, standard deviation and share ratio of an investment (CK1, CC1).	• Lecture • Discussion Reading: CFA Material, <i>Portfolio Risk and Return: Part II</i> (p. 191-243)
11	Investment risk and return 1. Calculate the arithmetic and geometric mean return of an investment (CK1, CC1). 2. Calculate the expected rate of return from an investment using CAPM (CK1, CC1). 3. Calculate the beta, variance, standard deviation and share ratio of an investment (CK1, CC1).	• Lecture • Discussion Reading: CFA Material, <i>Portfolio Risk and Return: Part II</i> (p. 191-243)

12	Introduction to Valuation : Industry Analysis 1. explain uses of industry analysis and the relation of industry analysis to company analysis (CK2); 2. explain how a company's industry classification can be used to identify a potential "peer group" for equity valuation (CK2); 3. describe the elements that need to be covered in a thorough industry analysis (CK2); 4. describe the principles of strategic analysis of an industry (CK2); 5. evaluate whether economies of scale are present in an industry by analyzing operating margins and sales levels (CK2); 6. explain the effects of barriers to entry, industry concentration, industry capacity, and market share stability on pricing power and price competition (CK2); 7. describe macroeconomic, technological, demographic, governmental, and social influences on industry growth, profitability, and risk (CK2).	• Lecture • Discussion Reading: <i>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: Industry Analysis 1. explain uses of industry analysis and the relation of industry analysis to company analysis (CK2); 2. explain how a company's industry classification can be used to identify a potential "peer group" for equity valuation (CK2); 3. describe the elements that need to be covered in a thorough industry analysis (CK2); 4. describe the principles of strategic analysis of an industry (CK2); 5. evaluate whether economies of scale are present in an industry by analyzing operating margins and sales levels (CK2); 6. explain the effects of barriers to entry, industry concentration, industry capacity, and market share stability on pricing power and price competition (CK2); 7. describe macroeconomic, technological, demographic, governmental, and social influences on industry growth, profitability, and risk (CK2).	• Lecture • Discussion Reading: <i>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	Introduction to Valuation: Industry Analysis 1. explain uses of industry analysis and the relation of industry analysis to company analysis (CK2); 2. explain how a company's industry classification can be used to identify a potential "peer group" for equity valuation (CK2); 3. describe the elements that need to be covered in a thorough industry analysis (CK2); 4. describe the principles of strategic analysis of an industry (CK2); 5. evaluate whether economies of scale are present in an industry by analyzing operating margins and sales levels (CK2); 6. explain the effects of barriers to entry, industry concentration, industry capacity, and market share stability on pricing power and price competition (CK2); 7. describe macroeconomic, technological, demographic, governmental, and social influences on industry growth, profitability, and risk (CK2).	• Lecture • Discussion Reading: <i>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>

15	Introduction to Valuation: Company Analysis 1. Describe the elements that should be covered in a thorough company analysis (CK2). 2. Describe how an investor reads income statements, cash flow statements, and balance sheets (CK2); 3. Discuss tools for analyzing company strategy and financial performance (CK2). 4. Describe the relationship between return on invested capital and competitive advantage (CK2); 5. Explain how competitive factors affect prices and costs (CK2); 6. Perform forecast on the following costs: cost of goods sold, selling general and administrative costs, financing costs, and income taxes (CK2);	• Lecture • Discussion Reading: <i>CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i>
16	Introduction to Valuation: Company Analysis 1. Describe the elements that should be covered in a thorough company analysis (CK2). 2. Describe how an investor reads income statements, cash flow statements, and balance sheets (CK2); 3. Discuss tools for analyzing company strategy and financial performance (CK2). 4. Describe the relationship between return on invested capital and competitive advantage (CK2); 5. Explain how competitive factors affect prices and costs (CK2); 6. Perform forecast on the following costs: cost of goods sold, selling general and administrative costs, financing costs, and income taxes (CK2);	• Lecture • Discussion Reading: <i>CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i>
17	Introduction to Valuation: Company Analysis 1. Describe the elements that should be covered in a thorough company analysis (CK2). 2. Describe how an investor reads income statements, cash flow statements, and balance sheets (CK2); 3. Discuss tools for analyzing company strategy and financial performance (CK2). 4. Describe the relationship between return on invested capital and competitive advantage (CK2); 5. Explain how competitive factors affect prices and costs (CK2); 6. Perform forecast on the following costs: cost of goods sold, selling general and administrative costs, financing costs, and income taxes (CK2);	• Lecture • Discussion Reading: <i>CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i>
18	Introduction to Valuation: Company Analysis 1. Describe the elements that should be covered in a thorough company analysis (CK2). 2. Describe how an investor reads income statements, cash flow statements, and balance sheets (CK2); 3. Discuss tools for analyzing company strategy and financial performance (CK2). 4. Describe the relationship between return on invested capital and competitive advantage (CK2); 5. Explain how competitive factors affect prices and costs (CK2); 6. Perform forecast on the following costs: cost of goods sold, selling general and administrative costs, financing costs, and income taxes (CK2);	• Lecture • Discussion Reading: <i>CFA Material, Intro to Valuation: S.2.1 (p.2-4); S.2.2 (p.5-6)</i>

19	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).	• Lecture • Discussion Reading: <i>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>
20	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).	• Lecture • Discussion Reading: <i>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>
21	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).	• Lecture • Discussion Reading: <i>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>
22	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).	• Lecture • Discussion Reading: <i>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>
23	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).	• Lecture • Discussion Reading: <i>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>
24	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).	• Lecture • Discussion Reading: <i>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>

25	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).	- Lecture - Discussion Reading: <i>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>
26	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).	- Lecture - Discussion Reading: <i>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>
27	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).	- Lecture - Discussion Reading: <i>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>
28	Valuing private company 1. Understanding the process of valuing private companies (CK2, CC2). 2. Describe the challenge analysts can face while valuing private companies (CK2, CC2). 3. Describe the motives behind private company valuation and the different parties that could be involved (CK2, CC2). 4. Describe the Common Methods for Valuing Private Companies (CK2, CC2).	- Lecture - Discussion Reading: <i>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>
29	Valuing private company 1. Calculate the risk adjusted cost of capital for a private company (CK2, CC2). 2. Calculate the value of a private company using DCF and relative valuation approach (CK2, CC2). 3. Explain the rationale for "Key Person risk" and "illiquidity risk" and how it affects the value of private companies (CK2, CC2).	- Lecture - Discussion Reading: <i>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>
30	Valuing private company 1. Calculate the risk adjusted cost of capital for a private company (CK2, CC2). 2. Calculate the value of a private company using DCF and relative valuation approach (CK2, CC2). 3. Explain the rationale for "Key Person risk" and "illiquidity risk" and how it affects the value of private companies (CK2, CC2).	- Lecture - Discussion Reading: <i>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>
31	IPO Valuation 1. Explain the reasons why a private company might go public and the twist to IPO valuation (CK2, CC2). 2. Describe the challenges of going public as a private company (CK2, CC2). 3. Describe the steps in an Initial Public Offering (IPO) and the types of listing (CK2, CC2). 4. Describe the Common Methods for IPO valuation (CK2, CC2).	- Lecture - Discussion Reading: <i>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>

32	IPO Valuation 1. Explain the reasons why a private company might go public and the twist to IPO valuation (CK2, CC2). 2. Describe the challenges of going public as a private company (CK2, CC2). 3. Describe the steps in an Initial Public Offering (IPO) and the types of listing (CK2, CC2). 4. Describe the Common Methods for IPO valuation (CK2, CC2).	• Lecture • Discussion Reading: <i>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>
33	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)	• Brief lecture • Examples of multiples valuation • Mini-presentation and discussion
34	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).	• Brief lecture • Examples of multiples valuation • Mini-presentation and discussion
35	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).	• Brief lecture • Examples of multiples valuation • Mini-presentation and discussion
36	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).	• Brief lecture • Examples of performance forecasting • Mini-presentation and discussion
37	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).	• Brief lecture • Examples of performance forecasting • Mini-presentation and discussion
38	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).	• Brief lecture • Examples of WACC estimation • Mini-presentation and discussion
39	Team Exercise: Estimating WACC 1. Describe the relationship between return on invested capital and competitive advantage (CC1, CIP1).	• Brief lecture • Examples of WACC estimation • Mini-presentation and discussion
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).	• Brief lecture • Examples of FCFF and MVE calculation • Mini-presentation and discussion

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).	- Brief lecture - Examples of FCFF and MVE calculation - Mini-presentation and discussion
42	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).	- Brief lecture - Examples of sensitivity analysis - Mini-presentation and discussion
43	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).	- Brief lecture - Examples of sensitivity analysis - Mini-presentation and discussion
44	Team Presentations – Complete Report (CK2, CC2, CCIT1, CIP1)	<i>Team presentations and feedback</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	CFA Code of Ethics 1. Describe a framework for ethical decision making, distinguishing between rules and ethics in regard 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)	- Lecture - Discussion - Group exercise on applying the standards to cases Reading: <i>CFA Code of Ethics and Standards of Professional Conduct (p.6-226).</i>
49	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)	- Lecture - Discussion - Group exercise on applying the GIPS to cases Reading: <i>Introduction to GIPS, GIPS (p.227-292).</i>
50	Exam Review	

9. TEXTBOOKS AND REFERENCES

Textbooks

- CFA Program Curriculum: *Equity Investments and Portfolio Management – Level I Part I*, CFA Institute, 2019/2020
- 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.

Additional 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.**

DATA ANALYTICS & BUSINESS INTELLIGENCE

STAT 511

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

Technology has become an integral part of all businesses. With the evolution of cloud computing, and reduction in computing and storage costs, businesses are relying more and more on data-driven decision making. Globalization further increases the need for all organizations to use data to make decisions. Data Analytics & Business Intelligence course enables students to have a strong foundation in data-driven decision making and become an effective business leader.

This course aims to provide students with an understanding of data analytic approaches, covering both data analysis and data visualization. This course will enable students to obtain the knowledge of data analytics, big data analytics and develop skills for data analysis and data visualization. This course has an extensive hands-on activity focus and thus students will be able to apply the knowledge and skills on real life case studies using tools such as Excel, Power Query, SQL and Tableau, and practice data driven decision making.

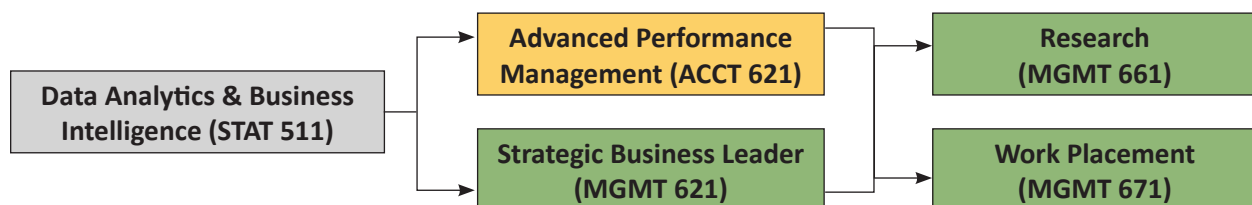
2. REASON FOR THE COURSE

The course covers the main topics in data analytics such as data extraction, transformation, reporting and visualization. The course also provides insights on how cloud computing, big data are impacting the world of data analytics and data driven decision making.

3. STUDY HOURS

Credits: 5					
Lecture Hours	Self-Study Hours				Total Study Hours
	Reading	Hands-on Practice	Review	Project	
75	45	60	30	45	225

4. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course other than the program entrance requirements.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course students should be able to:

Knowledge	Level of Learning	Related PLO
Explain the concepts in emerging technologies (CK1) Explain the concepts in emerging technologies (cloud computing, big data, data analytics, and artificial intelligence and machine learning)	Understanding	PC5
Cognitive Skills	Level of Learning	Related PLO
Design business metrics dashboards and reports (CC1) Design business metrics dashboards and reports to reflect business strategy and performance indicators.	Create	PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Create engaging business performance dashboards (CCIT1) Create engaging business performance dashboards using data analytics tools such as Tableau, Power Query, SQL.	Create	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work individually and in a team (CIP1) Work individually and in a team to support data-driven business decisions utilizing the dashboards and reports from Tableau, Power Query, SQL.	Evaluate	PIP1

The learning outcomes of this course are centered into five basic areas: emerging technologies, data extraction, data transformation, reporting, and data visualization.

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring				Skill Weighting for Grade
	Participation	In-class tests (3)	Projects	Final Exam	
Explain the concepts in emerging technologies (CK1)					
Design business metrics dashboards and reports (CC1)					
Create engaging business performance dashboards (CCIT1)					
Work individually and in a team (CIP1)					

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

Project 1 - Create Business Performance Reports using SQL

Work arrangement: Individual

Output format : System/Tool Generated Reports (Template to be provided)

Language : English

Assignment : Students individually will create business performance reports using SQL. Data for a sample company will be provided.

Project 2 - Create Business Performance Dashboards using Tableau

Work arrangement: Group of two to four students [No more than 4 members in the group] Output format : System/Tool Generated Reports (Template to be provided)

Language : English

Assignment : Students, in their assignment group, will create business performance dashboards using Tableau. Each group will need to do a presentation of their report in the class. Data for a sample company will be provided.

TEACHING AND LEARNING

7. TEACHING METHODS

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

8. 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 doing during the session and would be able to do at the end of the lesson. Readings & hands-on practice, wherever applicable, 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	Explain Data Analytics & Business Intelligence (CK1) - Course overview - Data Science, Data Analytics & Business Intelligence	• Lecture • Group Discussion
2	Explain Data Analytics & Business Intelligence, continued (CK1) - Biases - Analytical Mindset - Data analysis process - Roles and stakeholders	• Lecture • Group Discussion
3	Explain evolution of computing & evolving role of big data and AMIL - Part 1 (CK1) - Systems of Records - Systems of Insights - Evolution of computing - mainframes to distributed to cloud computing - Shift from Industry 3.0 to Industry 4.0 and role data analytics & AIML	• Lecture • Group Discussion
4	Explain evolution of computing & evolving role of big data and AMIL - Part 2 (CK1) Big Data- The changing paradigm - Overview of big data (including 3V to 5V shift) - Opportunities created by big data	• Lecture • Group Discussion

5	Explain evolution of computing & evolving role of big data and AMIL - Part3 (CK1) Artificial intelligence & machine learning (AIML) - Overview of artificial intelligence - Machine learning and deep learning - Opportunities created by AIML	• Lecture • Group Discussion
6	Analyze data science, data analytics, and artificial intelligence relationship (CK1) - Overlap between data science, data analytics, and artificial intelligence - Data driven decision making	• Lecture • Group Discussion
7	Explain data analytics tools landscape (CK1, CC1) - Tools for data analysis - Tools for data visualization - Tools for data engineering	• Lecture • Group Discussion
Data Analysis Section		
8	Assess data analysis toolset (CC1, CCIT1) - Introduction to data analysis tool sets - Key features and comparisons of multiple tools	• Lecture • Group Discussion
9	Explain data transformation and normalization (CC1, CCIT1) - Data transformation concepts - Data normalization concepts - Data transformation hands-on	• Lecture • Discussion • Hands-on practice
10	Use Power Query to transform the data (CC1, CCIT1) - Data transformation hands-on	• Lecture • Discussion • Hands-on practice
11	Use Power Query to extract information (CC1, CCIT1) - Extracting information concepts - Extracting information hands-on	• Lecture • Discussion • Hands-on practice
12	Use Power Query for data consolidation & reporting (CC1, CCIT1) - Consolidating data concepts - Consolidating data hands-on	• Lecture • Discussion • Hands-on practice
13	Use Power Query for debugging (CC1, CCIT1) - Debugging concepts - Debugging hands-on	• Lecture • Discussion • Hands-on practice
14	Use multiple features of Power Query (CC1, CIP1) - Recap Power Query	• Lecture • Group Discussion
15	Create performance reports and dashboards using Power Query (CCIT1, CIP1) - Practice Session with Learning Assessment	• Hands-On Activity
16	Create performance reports and dashboards using Power Query (CCIT1, CIP1) - Practice Session with Learning Assessment, continued	• Hands-On Activity
17	Quiz 1 (CK1, CC1, CCIT1)	
18	Configure SQL (Structured Query Language) (CC1, CCIT1) - Introduction - Set up the environment for SQL - Introduction to sample database for hands-on activities	• Lecture • Discussion • Hands-on practice

19	Use SQL (Structured Query Language) to write basic queries (CC1, CCIT1) - Writing SQL queries hands-on	• Lecture • Discussion • Hands-on practice
20	Explain data manipulation in SQL (Structured Query Language) (CC1, CCIT1) - Data manipulation concepts - Data manipulation hands-on	• Lecture • Discussion • Hands-on practice
21	Use SQL (Structured Query Language) to manipulate data (CC1, CCIT1) - Data manipulation hands-on	• Lecture • Discussion • Hands-on practice
22	Explain database management system concepts - Part 1 (CC1, CCIT1) - Introduction to database systems - OLTP and data warehouse - Data normalization and denormalization - Concepts in structuring the data warehouse	• Lecture • Group Discussion
23	Explain database management system concepts - Part 2 (CC1, CCIT1) - ERD Concepts - Joins and unions - Hands-on	• Lecture • Discussion • Hands-on practice
24	Use SQL (Structured Query Language) to create views and dynamic results (CC1, CCIT1) - Creating views - Using subqueries for dynamic results - Hands-on	• Lecture • Discussion • Hands-on practice
25	Create reports using SQL (Structured Query Language) (CC1, CCIT1) - SQL for reporting concepts - Query SQL in Excel - Create reports using CUBE - Create reports using ROLLUP - Hands-on	• Lecture • Discussion • Hands-on practice
26	Use multiple features of SQL (Structured Query Language) - Part 1 (CC1, CIP1) - Recap SQL 1	• Lecture • Discussion
27	Use multiple features of SQL (Structured Query Language) - Part 2 (CC1, CIP1) - Recap SQL 2	• Lecture • Discussion
28	Create business performance reports using SQL (Structured Query Language) - Part 1 (CCIT1, CIP1) - Practice Session with Learning Assessment	• Hands-on Activity
29	Create business performance reports using SQL (Structured Query Language) - Part 1 (CCIT1, CIP1) - Practice Session with Learning Assessment, continued	• Hands-on Activity
30	Quiz 2 (CK1, CC1, CCIT1)	
	Data Visualization	
31	Explain Data Visualization (CC1, CCIT1) - Concepts in data visualization - Scenario Analysis (class discussion & presentation)	• Lecture • Group Discussion

32	Configure Tableau (CC1, CCIT1) - Tableau overview - Set up the environment	• Lecture • Discussion • Hands-on practice
33	Design performance dashboard using case scenario (CC1, CCIT1) - Introduction to case study data - Design dashboard to reflect business performance - Import common data files - Hands-on	• Lecture • Discussion • Hands-on practice
34	Use Tableau for data transformation (CC1, CCIT1) - Transform the data - Create the dataset - Hands-on	• Lecture • Discussion • Hands-on practice
35	Use functions & tables in Tableau - Part 1 (CC1, CCIT1) - Calculate business metrics using functions - Hands-on	• Lecture • Discussion • Hands-on practice
36	Use functions & tables in Tableau - Part 2 (CC1, CCIT1) - Calculate business metrics using functions, continued - Table calculations - Hands-on	• Lecture • Discussion • Hands-on practice
37	Use data visualization components in Tableau - Part 1 (CC1, CCIT1) - Visuals in Tableau - Tables & heatmaps - Hands-on	• Lecture • Discussion • Hands-on practice
38	Use data visualization components in Tableau - Part 2 (CC1, CCIT1) - Interactive line charts - Dynamic titles - Hands-on	• Lecture • Discussion • Hands-on practice
39	Use data visualization components in Tableau - Part 3 (CC1, CCIT1) - Lollipop, scatter charts - Tree maps - Hands-on	• Lecture • Discussion • Hands-on practice
40	Design business metrics dashboards in Tableau - Part 1(CC1, CCIT1) - Creating Visuals Activity- Hands-on	• Hands-on Activity
41	Design business metrics dashboards in Tableau - Part 2 (CC1, CCIT1) - Tiled vs floating dashboards - Dashboard sizing - hands-on	• Lecture • Discussion • Hands-on practice
42	Design business metrics dashboards in Tableau - Part 3 (CC1, CCIT1) - Placing & formatting of visuals - Create collapsible containers - hands-on	• Lecture • Discussion • Hands-on practice
43	Design business metrics dashboards in Tableau - Part 4 (CC1, CCIT1) - Making dashboards interactive - hands-on	• Lecture • Discussion • Hands-on practice
44	Use multiple features of Tableau - Part 1 (CC1, CIP1) - Recap 1	• Lecture • Discussion

45	Use multiple features of Tableau - Part 2 (CC1, CIP1) - Recap 2	• Lecture • Discussion
46	Create business performance dashboards using Tableau - Part 1 (CCIT1, CIP1) - Practice Session with Learning Assessment	• Hands-on Activity
47	Create business performance dashboards using Tableau - Part 2 (CCIT1, CIP1) - Practice Session with Learning Assessment, continued	• Hands-on Activity
48	Quiz 3 (CK1, CC1, CCIT1)	
49	Analyze multiple features of Power Query, SQL and Tableau (CK1, CC1, CCIT1, CIP1) - Overall Recap Session 1	• Lecture • Discussion
50	Create performance dashboards using Power Query, SQL and Tableau (CK1, CC1, CCIT1, CIP1) - Overall Recap Session 2	• Lecture • Discussion

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Visualization Analysis and Design (AK Peters Visualization Series) by Tamara Munzner.

References

1. Storytelling with Data: A Data Visualization Guide for Business Professionals by Cole Nussbaumer Knaflic: Wiley.
2. M Is for (Data) Monkey: A Guide to the M Language in Excel Power Query by Ken Puls & Miguel Escobar.
3. Collect, Combine, and Transform Data Using Power Query in Excel and Power BI (Business Skills) 1st Edition by Gil Raviv: Pearson Education.
4. The Developer's Guide to Azure. E-book series: Microsoft Azure.
5. The Applied SQL Data Analytics Workshop: Develop your practical skills and prepare to become a professional data analyst, 2nd Edition by Matt Goldwasser, Upom Malik, Benjamin Johnston: Packt.
6. Visual Analytics with Tableau 1st Edition by Alexander Loth: Wiley.



BUSINESS STRATEGY - CREATING SHARED VALUE

MGMT 525

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

This course is designed to give students a thorough understanding of the process of strategic management, from idea to realization, and an understanding of creating shared value for society, from identification of underserved markets to impact on social needs. The strategy process for building competitive advantage is well established. However, the role of business in creating shared value for society by addressing social needs is a much more recent concept. Since the concept of creating shared value was introduced by Professor Michael Porter and Mark Kramer in an article in Harvard Business Review in 2011, the role of business in creating shared value for society has become mainstream management thinking, with widespread potential and practical implications for both business and society.

This course integrates these two important modern-day concepts into a thorough, but flexible course supported by both well-established and newly developed frameworks for analysis. This course also has the flexibility to incorporate complementary themes in management theory and practice, including contributions from wider aspects of strategy, economics, organizational behavior and behavioral economics. By drawing on and integrating well-established frameworks with new frameworks and tools of analysis, this course provides a strong platform for designing and implementing strategies in business, particularly those aimed at creating shared value. The course also provides the opportunity to apply the wider theoretical and practical contributions from management science, and from the many case studies that this course provides.

In addition, students will have the chance to contribute to research into creating shared value and other areas of management science, as each component (module) of the course will incorporate an assignment which can contribute surveys, case studies and articles to the existing teaching and research materials developed by the course. This can include, in some cases, the opportunity to publish work completed (in the CamEd Journal of Accounting, Finance, Economics and Social Sciences (JAFESS) as part of the course.

2. REASON FOR THE COURSE

This course is taught in a module format in order to be flexible enough to respond to the needs of the course participants who may have different backgrounds and experience, or who may have studied some of the course material before. Each component can be taught as a “complete module” (“Full-Monty”), “strong appreciation” or “bite-size” level. The exact content and mode of teaching will depend on the experience of the course participants, the material that they may have covered before and on the agreed focus of the course at the time it is taught..

The course specifications for each module here below represent the scope of what can be taught (“complete module” format), However, each module is divided into major themes, individual components, and detailed sections, and so can also be taught at “bite-size” or “good appreciation” level. Whilst the focus of the course is to ensure that students have a thorough understanding of and ability to apply the process of strategic management and the concepts of creating shared value, there is flexibility in the course to cover a wider variety of themes.

So for example, this course can be taught as a strategic management course, or a primarily creating shared value course, or as a hybrid course incorporating more wider aspects of “organizational behavior”, “economics” or “behavioral economics”. Equally, the course might include specific aspects of strategy such as “cluster theory and practice”, or a greater focus on “evaluating the external environment” or “building

resources and competences” or “corporate governance” or “leadership”. It could be run as a more analytical approach or with a greater focus on case studies, depending on the requirements and wishes of the target audience.

Each of the course modules are summarized here below at their current state of development. The course structure in Table 1 is set up for the course to be run as “complete modules” for Business Strategy and for Creating Shared Value. The Cluster Module and the Organizational Behavior modules are included as “Minor Modules” from which material can be drawn and sessions run if required. These same modules, which can be taught in this course, can also be used in other courses (mix and match). So, for example, if the course would benefit from a short (e.g. 30 minutes) overview of Cluster Policy, or Maslow’s Hierarchy of Needs, then this can be done under the “bite-size” approach, for which summary material is, or is in the process of being developed. The target is to have the module ready to be shared amongst CamEd faculty. We can also update and add modules over time. We can also change the focus of teaching to “what’s happening now” for case studies which students may have done before, if (for example) a significant number in the class have done the material before.

The flexible approach will suit both executive education and more academically focused students. It can also be tailored to complement other components of the masters degree course such as valuation of companies and finance and accounting electives.

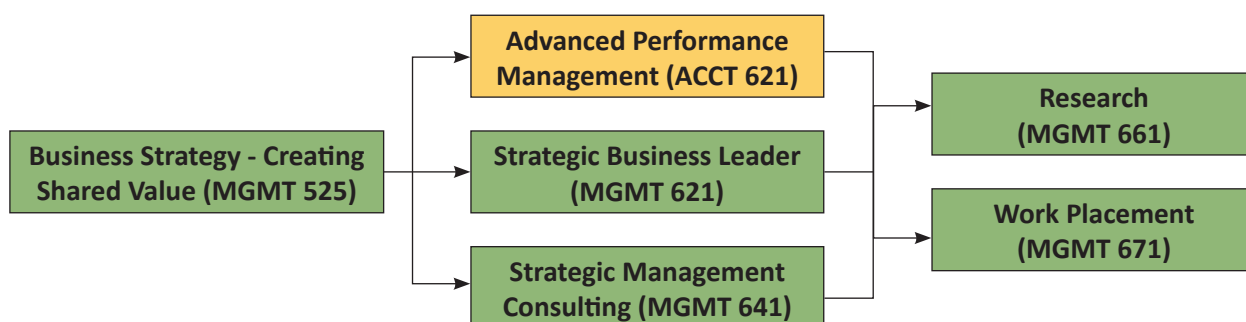
A summary of each of the modules comprising this course is below. TABLE 1 shows the structure of the course, including content, learning outcomes, reading, teaching and learning activities and assessment. This ensures coverage of all essential content, whilst retaining flexibility. The detailed content of each of the modules is included in TABLE 2 below. The reading material in the reference list is categorized according to each Module.

N.B. The Master’s course is likely to comprise mainly CamEd students. Therefore the focus of all 25 sessions will be ALL on students’ presentations. Not lectures.

3. STUDY HOURS

Credits: 5				
Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Review	Project	
75	80	60	40	225

4. ROLE IN CURRICULUM



Prerequisites

This is a master’s degree 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:

There are no prerequisites for this course above the general entry requirement for the Master’s Degree Program.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course students should be able to:

Knowledge	Level of Learning	Related PLO
Evaluate how a firm sets its direction (CK2) Evaluate how a firm sets its direction, chooses its business activities, creates strategies and defends its position in a competitive market.	Evaluate	PC5
Cognitive Skills	Level of Learning	Related PLO
Analyze the components of the strategy development process (CC1) Analyze the components of the strategy development process (including shared value strategy).	Analyze	PC5
Account for complexity and evaluate the need for trade-offs (CC3) Account for complexity and evaluate the need for trade-offs in business world problems.	Evaluate	PC5, PC6
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Evaluate cases of different (shared value) strategic approaches (CCIT1) Evaluate cases of different (shared value) strategic approaches in the light of external environment and competitive strengths.	Evaluate	PCIT1, PC5
Create a workable idea for a new or existing business (CCIT2) Create a workable idea for a new or existing business based on all the main components of a shared value strategy.	Create	PCIT1, PC5
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work effectively individually and in teams (CIP1) Work effectively individually and in teams to develop and present feasible shared value strategies.	Respond	PIP1, PIP2

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring				Total CLO Score	Skill Weighting for Grade
	Participation	In-class tests (3)	Projects	Final Exam		
Evaluate how a firm sets its direction (CK2)		50		50	100%	20%
Analyze the components of the strategy development process (CK1)			100		100%	20%
Account for complexity and evaluate the need for trade-offs (CC3)		100			100%	10%
Evaluate cases of different (shared value) strategic approaches (CCIT1)				100	100%	20%
Create a workable idea for a new or existing business (CCIT2)			100		100%	20%
Work effectively individually and in teams (CIP1)	100				100%	10%

There are two assignments during this course:

Develop a Strategy

Work arrangement: Group

Output format : Report & Presentation

Language : English

Assignment : This assignment requires students to develop and present a strategy for an idea that they have, or a company that they know. It could include, for example, a personal strategy for managing oneself, or for a new business venture, or revamping an existing venture, or for a business that is not the student's own business but is a company that the students are aware of. It is possible that the assignment can utilize a company case study that students are undertaking for another course within the master's degree program (e.g. on financial analysis). However, the students must present both pieces of work to ensure that the assignment is original. The assignment should address each component of the strategy module, from development of vision and mission, to the assessment of the external environment and of the resources and competences that the firm and individual have (this will provide a basis for determining whether the individual or the company really has the basis to succeed. Some assessment of how the company will be structured and managed is also important and style of leadership, and governance issues will be marked as part of the assignment. It is important that the students are encouraged to think about the whole strategy process, to try to determine whether and how the business will succeed. The assignment is to be marked on the content and analysis of the strategy process, not on the success or failure of the idea.

Develop a Shared Value Case Study

Work Group : Group

Output format : Report & Presentation

Language : English

Assignment : The assignment requires students, in groups, to identify and contact one company to develop a case study of shared value strategy, solely for the purposes of the assignment. The company should be a Cambodian company (although students are free to choose a company from another country). On the agreement of the company, the students will be able to interview the owner, or manager on its shared value intentions, actions and impact using a preformulated questionnaire. The results of the questionnaire will be turned into a statistical survey, effectively mapping the shared value intentions of companies in the country of Cambodia and its regions. This will be able to be shared with similar surveys across countries. The data (including comments) from the company will also be turned into a short (two-to-three page) case study, which will add to the case studies potentially, (subject to agreement by the firms themselves) available for teaching and for further development as case studies. The assignment (comprising the completed questionnaire, PowerPoint Presentation, two-three page case study will be presented at the end of the course and marks will be given for both content and presentation.

TEACHING AND LEARNING

7. 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.

Each component will comprise:

Preparation and Reading in Advance: in order to be able to hold interactive discussions, the students will be required to read in advance. Usually there will be a requirement to read the book chapter, or academic paper, or the lecturer's slides.

Teaching Methods: lectures, PowerPoint slides, Kahoot exercises, Mentimeter or Google Classroom (for a variety of interactive platforms and classes)

Learning Methods: Specific activities that the students will complete to consolidate their learning, including group discussions, quizzes and exercises to explore and assess the frameworks and case studies which comprise the course.

Assessment: The specific way in which the students will be assessed are identified for each component of the course. This can include assignment, quiz, examination, or participation in the interactive and group exercises.

8. STUDY PLAN

The course targets the 25 lessons in the study plan below. Each lesson is 3 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.

TABLE 1: STUDY PLAN

Session	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
	Strategy Block 1: Before You Start: Choosing Your Direction	Based on Reading: Chapters 1 & 2 (Thompson, Peteraf et al)
Session 1 First part	Opening Lecture: Scope of the Course: Understand the purpose of the course and interpret how the course focuses on creating shared value and ethical issues in business Course Learning Outcomes: CK1, CK2	Reading: Browse Thompson, Peteraf et al (i.e. understand how the book is structured) Teaching Activity: Lecture / Kahoot on scope of strategy and creating shared value Learning Activity: Group discussion on the purpose of strategy and use of theory and case studies (Group Discussion / Mentimeter) Assessment: Group Exercise (getting to know each other)
Session 1 Second part	Before you Start: What is the aim of your Strategy? Students are able to understand and assess the scope of strategy and how to use it in business and their personal lives. Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CIP1	Reading: Ch 1: Thompson, Peteraf et al: Teaching Activity: Lecture / Kahoot on the aims and purposes of strategy Learning Activity: Group discussion on the uses of strategy to focus on a direction (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Apple: Inc.: Exemplifying a Successful Strategy • Pandora, Sirius XM, and other Over-the-Air Broadcast Radio: Three Contrasting business Models Assessment: Quiz / Group Assignment

Session 2	Setting your company's Direction: Students to understand and assess how having a long term vision and mission are important in business Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CCIT2, CIP1	Reading: Ch 2: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on what it entails to set the direction of your company Learning Activity: Group discussion on different visions and focused mission statements from companies they know (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Examples of Strategic Visions - How They Measure Up • TOMS Shoes: A Mission with a Company • Examples of Company Objectives • Corporate Governance Failures at Volkswagen. Assessment: Group Exercise or quiz
	Strategy Block 2: Evaluating Yourself and Your Environment	Based on Reading: Chapters 3 & 4 (Thompson, Peteraf et al)
Session 3	Evaluating the External Environment: Leads discussion in class and online on the aims, scope of evaluating the external environment and the tools to use in practice. Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CIP1, CIP2	Reading: Ch 3: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the aims and scope of assessing the external environment (particularly PESTEL and 5-Forces) Learning Activity: Group Exercise using PESTEL and 5-Forces Models Case Studies (Illustration Capsules): • Comparative Market Positions of Selected Companies in the Casual Dining Industry: A Strategic Group Map Example • Business Ethics and Competitive Intelligence Assessment: Group Exercise
Session 4	Evaluating Yourself: Are you Competitive? How do you assess the environment for your business, and how do you assess whether you are really competitive Course Learning Outcomes: CC1, CC2, CC3, CIP1	Reading: Ch 4: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on assessing yourself, your resources and competences Learning Activity: Group discussion on open assessment as a means to choosing the right strategy and avoiding strategic errors (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • The Value Chain at Boll & Branch • Benchmarking in the Solar Industry Assessment: Group Exercise or Quiz
	Strategy Block 3: Your Strategic Options	Based on Reading: Chapters 5-8 (Thompson, Peteraf et al)

Session 5	Your Chosen Strategy: The 5 Generic Strategies: When is it appropriate to choose which strategic option and how do you determine what is best for YOU Course Learning Outcomes: CC1, CC2, CCIT1	Reading: Ch 5: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the characteristics of the 5 generic strategies Learning Activity: Group discussion on the relevance of the 5 generic strategies today (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Vanguard's Path to Becoming the Low-Cost Leader in Investment • Clinicas del Azucar's Focused Low-Cost Strategy • Canada Goose's Focused Differentiation Strategy • Trader Joe's Focused Best-Cost Strategy Assessment: Group Exercise or Quiz
Session 6 First part	Strengthening Your Position: Discussion in class and online on how to determine the various ways in which you can maximize your competitive position. Course Learning Outcomes: CK1, CCIT1, CCIT2	Reading: Ch 6: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the realities of strategic moves to strengthen your position Learning Activity: Group discussion on when you would undertake these strategic moves to strengthen your position (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Bonobos's Blue-Ocean Strategy in the US Men's Fashion Retail Industry • Tinder Swipes Right for First Mover Success • Walmart's Expansion into E-Commerce via Horizontal Acquisition • Tesla's Vertical Integration Strategy Assessment: Group Exercise or Quiz
Session 6 Second part	Expanding into International Markets: Assess and determine when and how is it appropriate to expand into international markets and what are the pitfalls that you have to look out for? Course Learning Outcomes: CK1, CK2, CCIT1	Reading: Ch 7: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on options and choices for international expansion Learning Activity: Group discussion on international expansion (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Walgreen's Boots Alliance. Inc.: Entering Foreign Markets via Alliance Followed by Merger • Four Seasons Hotels: Local Character, Global Service • WeChat's Strategy for Defending Against International Social Media Giants in China Assessment: Group Exercise or Quiz

Session 6 Third part	Building a Corporate Strategy: Discussion in class and online on the best strategies to build a corporate strategy and the limitations on added value that a corporate strategy can face. Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1	Reading: Ch 8: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot Learning Activity: Discussion / Mentimeter Case Studies (Illustration Capsules): • The Kraft-Heinz Merger - Pursuing the Benefits of Cross-Business Strategic Fit • Restructuring for Better Performance at Hewlett-Packard (HP) Assessment: Group Exercise or quiz
	Strategy Block 4: Building and Managing your Organization	Based on Reading: Chapters 10 to 12 (Thompson, Peteraf et al)
Session 7 First part	Building an Organization: Building an organization, motivating and managing people is an essential part of strategy implementation and the purpose is to allow students to develop their own views and assess their competences as to how to build the organizations that will be part of their lives. Course Learning Outcomes: CC1, CC2, CC3, CIP1, CIP2	Reading: Ch 10: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the requirements for building an effective organization Learning Activity: Group Discussion (Mentimeter) on the key success factors in building a successful and effective organization (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Management Development at Deloitte Touche Tohmatsu Limited • Zara's Strategy Execution Capabilities • Which Value Chain Activities Does Apple Outsource and Why? Assessment: Group Exercise or Quiz
Session 7 Second part	Managing Internal Organizations: Allocating resources is an essential part of business management, and installing the correct procedures. This model is for students to determine the value in installing the correct procedures for the running of an effective organization. Course Learning Outcomes: CK1, CK2, CCIT1, CCIT2, CIP1, CIP2	Reading: Ch 11: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the establishment of procedures to run an effective organization Learning Activity: Group Discussion on the costs and benefits of establishing processes and installing procedures (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Charleston Area Medical Center's Six Sigma Program • How Wegmans Rewards and Motivates its Employees • Nucor Corporation: Tying Incentives Directly to Strategy Execution Assessment: Group Exercise or Quiz

Session 8	Corporate Culture and Leadership: Instilling the right corporate culture and leadership is essential for a successful organization. This section questions how to build the right culture and demonstrate good leadership. Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CCIT2, CIP1, CIP2	Reading: Ch 12: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on corporate culture, the importance of building a good culture and the power that a good corporate culture has to be able to drive a successful organization Learning Activity: Group discussion on the merits of building a good culture and the characteristics of what a good culture entails (Group Discussion / Mentimeter) Case Studies (Illustration Capsules): • Strong Guiding Principles Drive the High Performance Culture at Epic • Driving Cultural Change at Goldman Sachs Assessment: Group Exercise or quiz
Session 8 Second part	Classic Motivational Theories (Extra Class): Evaluating motivation on the basis of Maslow's Hierarchy of Needs and Herzberg's Hygiene and Motivation Factors Students may benefit from the knowledge of classic motivational theories such as Maslow and Herzberg Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CCIT2, CIP1, CIP2	Reading: Ch 12: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on Maslow's Hierarchy of Needs and Herzberg's Hygiene and Motivation Factors Learning Activity: Group discussion on motivation (Group Discussion / Mentimeter) Case Studies: To be Determined Assessment: Group Exercise or Quiz
	Strategy Block 5: Responsibility and Ethics	Based on Reading: Chapter 9 (Thompson, Peteraf et al)
Session 9	Ethics: This section assesses the role of ethics in business and determines and evaluates the source of ethical behavior Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CCIT2, CIP1, CIP2	Reading: Ch 9: Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the sources of ethics and the role of ethics in business Learning Activity: Group discussion on ethics in business (Group discussion / Mentimeter) Case Studies (Illustration Capsules): • Ethical Violations at Uber and Their Consequences • How PepsiCo Put Its Ethical Principles into Practice • Warby Parker: Combining CSR with Affordable Fashion • Unilever's Focus on Sustainability Assessment: Group Exercise or Quiz

Session 10 (First part)	Corporate Social Responsibility (CSR): Presentation to assess the role of CSR on stakeholder groups Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CCIT2, CIP1, CIP2	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 Teaching Activity: Lecture / Kahoot on CSR for stakeholder groups Learning Activity: Group activity for determining appropriate CSR actions for each stakeholder group (Group Discussion / Mentimeter) Assessment: Group Exercise or Quiz
Session 10 Second part	Example: VW Dieselgate: Evaluating the history and background to the Dieselgate Story and the implications for Corporate Governance Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3	Reading: Corporate Governance Failures at Volkswagen, Ch 2 (Page 43): Thompson, Peteraf et al Teaching Activity: Lecture / Kahoot on the Dieselgate Corporate Governance disaster at Volkswagen Learning Activity: Group discussion on the implications of Dieselgate and the implications for Corporate Governance Disaster and its (Group Discussion / Mentimeter) Assessment: Group Exercise or Quiz
Session 11	Mid-Term Examination Revision (CCIT1) CK1, CK2, CC1, CC2, CC3	Reading: Course materials Teaching Activity: Lecture and review of topics Learning Activity: Students undertake Kahoot and quiz revision lessons. Group discussion on course and exam questions Assessment: n/a
	Mid-Term Examination	
	CSV Block 8 (1): Shared Value Principles	Based on Reading: Lecturers Slides and Notes, HBS Case Studies and Articles
Session 12	Creating Shared Value Concepts: Understand and interpret the conceptual framework applied and contrast the traditional frameworks of ethical behavior with the shared value framework Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1	Reading: HBS Paper "Creating Shared Value: Competitive Advantage Through Social Impact": Prof Michael Porter and Mark Kramer (12th December 2018) HBS Creating Shared Value (Porter and Kramer 2011) Teaching Activity: Lecture / Kahoot on the concepts of creating shared value Learning Activity: Discussion / Mentimeter on the concept of creating shared value and the extent that we can measure and use it in practice Assessment: Group Exercise or Quiz

Session 13	The Social Progress Index (and other indices): Relate social progress to economic growth and demonstrate a full understanding of the relationship between economic growth and improvements in social progress Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: www.socialprogress.org Teaching Activity: Lecture / Kahoot on the Social Progress Index Learning Activity: Group Discussion on the Social Progress Index: (Group Discussion / Mentimeter) Assessment: Group Exercise and quiz
Session 14 First part	Setting the Assignment: Students to interview a (Cambodian) company which has stated values of contributing to social needs as part of their business Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: Assignment guidelines Teaching Activity: Lecture / Guidance on the assignment and provision of template Learning Activity: Group discussion on the assignment (Discussion / Mentimeter) Assessment: The assignment itself
Session 14 Second part	Measuring Shared Value: Students demonstrate that shared value can be measured using examples and case studies Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: Ken Charman's Framework Teaching Activity: Lecture / Kahoot on the framework for measuring shared value Learning Activity: Group discussion on the value of measuring shared value (Group Discussion / Mentimeter) Assessment: Group Exercise or quiz Ken's Framework
	The Case Studies	Based on Reading: HBS Case Studies
	Level 1: Shared Value Created Through Innovations in Products and Services	
Session 15	Intercorp (Peru) Demonstrate a full understanding of how Intercorp uses the shared value strategy to gain competitive advantage whilst addressing social needs in Peru Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Intercorp- Peru Teaching Activity: Lecture / Kahoot of the Intercorp case study Learning Activity: Discussion / Mentimeter; students to read part of the case study and answer assignment questions Assessment: Group Exercise or Quiz
Session 16	DiscoverySouth Africa Understand and evaluate the start-up company in the 1990s building competitive advantage in the Health & Life Insurance Sector by encouraging healthy lifestyle changes. Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Discovery- South Africa Teaching Activity: Lecture / Kahoot of the Discovery Limited Case Study Learning Activity: Discussion / Mentimeter; students to read part of the case study and answer assignment questions Assessment: Group Exercise or quiz
Session 17	CVS Health Evaluate the decision of CVS Health to become a health company rather than a straightforward pharmacy and general store, and identify the shared value created for both CVS Health and the communities it serves Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: CVS- Redesigning the Customer Value Proposition Teaching Activity: Lecture / Kahoot on the CVS case study Learning Activity: Discussion / Mentimeter; students to read part of the case study and answer assignment questions Assessment: Group Exercise or quiz

Session 18	Nestle Evaluate and assess the strategy of Nestle to become a health a nutrition company focusing on the shared value that it creates, particularly with consumers in Africa and coffee farmers in Central and South America Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Nestle: Creating Shared Value Teaching Activity: Lecture / Kahoot on the Nestle Case Study Learning Activity: Discussion / Mentimeter, students to read part of the case study and answer assignment questions Assessment: Group Exercise or quiz
	Level 2: Shared Value Created Through Innovations in the Value Chain	
Session 19	Walmart Determine and assess the extent of shared value created by the many Walmart initiatives in the areas of economics activity, education, health and environmental improvement Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Walmart: Navigating a Changing Retail Landscape Teaching Activity: Lecture / Kahoot on the Walmart Case Study Learning Activity: Discussion / Mentimeter Assessment: Group Exercise or quiz
Session 20	ENEL: The Future of Energy Determine how the decision of Enel to become a leading edge provider of clean energy has created new areas of business opportunity, and determine how this has created shared value with is customers and communities Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: ENEL- The Future of Energy Teaching Activity: Lecture / Kahoot on the ENEL Case Study Learning Activity: Group discussion on the strategic move for ENEL to shift to renewable energy resources Assessment: Group Exercise or quiz
Session 21	Dow: Breakthrough in World Challenges Case Study: Dow – Breakthrough in World Challenges (BTWC): The chemical giant and its strategy to champion products which are both commercially profitable with sustainable demand and which meet a global challenge Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Dow- Breakthrough in World Challenges Teaching Activity: Lecture / Kahoot on the Dow (BTWC) Case Study Learning Activity: Group discussion / Mentimeter on the Dow strategy to designate certain of its products as BTWC candidates Assessment: Group Exercise or Quiz
	Level 3: Shared Value Created Through Innovations in Collaboration	
Session 22	Yara International Evaluate the decision of the Norwegian fertilizer company which has joined forces with many private sector, NGO and public sector organizations, including the government, to develop the Southern Agricultural Growth Corridor of Tanzania (SAGCOT) Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Yara International (SAGCoT) Teaching Activity: Lecture / Kahoot on the Yara International Case Study Learning Activity: Discussion / Mentimeter on the benefits of collaboration and the shared value created Assessment: Group Exercise or quiz

Session 23	Novartis (collaboration with the Health Authorities) Assess and distinguish 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 Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Social Business at Novartis (Arogyar Parivar) Teaching Activity: Lecture / Kahoot on the Novartis Case Study Learning Activity: Discussion / Mentimeter on the challenges involved in the Arogyar Parivar initiative and the shared benefits from collaboration with the Indian Health Authorities Assessment: Group Exercise or quiz
Session 23 Second part	Beckton Dickenson: Global Health Strategy Assess the overall value of a company with a long-standing commitment to creating shared value by advancing global health Learning Outcomes: Assess the shared value created for medical products (focusing on the Odon Device), and how this value can be assessed if the financial returns to the company are considered marginal Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: HBS Case Study: Beckton Dickenson (The Odon Device) Teaching Activity: Lecture / Kahoot on the Beckton Dickenson (Odon Device) Case Study Learning Activity: Discussion / Mentimeter on whether the Beckton Dickenson strategy is really creating shared value and whether the Odon Device initiative is really profitable Assessment: Group Exercise or quiz
Session 24	Group Case Study Presentations: Session (1-of 2): The presentations are the output of the student groups' assignments Learning Outcomes: Apply the principles of shared value to the company interviewed, evaluate the nature and extent of shared value created for the company and for the communities it serves, and present an assessment of the sustainability as a shared value business Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Preparation in Advance Group Presentations Maximum 3 groups (30 minutes each) to present their case study in class (through the Kahoot & PowerPoint Interactive Presentation & Quiz) Teaching Activities (How to Teach this) Feedback for Groups Learning Activities Presentation skills, interactive • Assessment Feedback in class and electronic
Session 25	Final Examination Revision Course Learning Outcomes: CK1, CK2, CC1, CC2, CC3, CCIT1, CIP1	Reading: Course materials Teaching Activity: Lecture and review of topics Learning Activity: Students undertake Kahoot and quiz revision lessons. Group discussion on course and exam questions Assessment: n/a
	Final Examination	

9. TEXTBOOKS AND REFERENCES

Business Strategy Component

Textbooks

1. Thompson, A., Peteraf, M., Gamble, J., & Strickland, A. (2021). *Crafting and Executing Strategy* (23rd ed.). McGraw-Hill.

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)

Creating Shared Value Component

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.

Harvard Business School Case Studies for Creating Shared Value

1. Yara International: Africa Strategy (715402) (24 pages- 15 pages text)
2. Dow: Breakthroughs in World Challenges (715403) (20 pages- 10 pages text)
3. Social Business at Novartis: Arogya Parivar (715411) (19 pages- 12 pages text)
4. Discovery Limited (715423) (19 pages- 10 pages text)
5. Nestle's Creating Shared Value Strategy (716422) (23 pages- 15 pages text)
6. CVS Health: Redefining the Value Proposition (717436) (22 pages- 16 pages text)
7. Walmart: Navigating a Changing Retail Landscape (717474) (23 pages – 16 pages text)
8. Enel: The Future of Energy (718414) (19 pages – 11 pages text)
9. Walmart: Segmenting Social Impact (715435) (4 pages- 3 pages text)
10. InterCorp (718417) (24 pages – 14 pages text)
11. Beckton Dickenson: Global Health Strategy (718406) (24 pages- 15 pages text)
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. [View Details](#)
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. [View Details](#) (SUBSCRIBER ONLY)
3. Porter, Michael E., and Mark R. Kramer. "[Creating Shared Value.](#)" Harvard Business Review 89, nos. 1-2 (January–February 2011): 62–77. [View Details](#) (SUBSCRIBER ONLY)
4. Porter, Michael E., and Mark R. Kramer. "[The Competitive Advantage of Corporate Philanthropy.](#)" Harvard Business Review 80, no. 12 (December 2002): 56–69. [View Details](#)
5. Porter, Michael E., and Mark R. Kramer. "[The Pluses in Corporate Philanthropy.](#)" Boston Globe (January 13, 2003). [View Details](#)
6. Kramer, Mark R., and Marc W. Pfitzer. "[The Ecosystem of Shared Value.](#)" Harvard Business Review 94, no. 10 (October 2016): 80–89. [View Details](#)

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.

STRATEGIC BUSINESS LEADER

MGMT 621

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

On successful completion of this course, candidates should be able to apply excellent leadership and ethical skills to set the 'tone from the top' and promote a positive culture within the organisation, adopting a whole organisation perspective in managing performance and value creation. In addition, candidates will be able to evaluate the effectiveness of the governance and agency system of an organisation and recognise the responsibility of the board or other agents towards their stakeholders, including the organisation's social responsibilities and the reporting implications. Candidates will also be able to evaluate the strategic position of the organisation against the external environment and the availability of internal resources, to identify feasible strategic options. Furthermore, candidates will gain the approach to analyse the risk profile of the organisation and of any strategic options identified, within a culture of responsible risk management.

Candidates will also select and apply appropriate information technologies and data analytics, to analyse factors affecting the organisation's value chain to identify strategic opportunities and implement strategic options within a framework of robust IT security controls. Moreover, candidates can also evaluate management reporting and internal control and audit systems to ensure compliance and the achievement of organisation's objectives and the safeguarding of organisational assets. In addition, candidates can also apply high level financial techniques in the planning, implementation and evaluation of strategic options and actions.

Candidates should be able to apply innovative thinking, applying best in class strategies and disruptive technologies in the management of change; initiating, leading and organising projects, while effectively managing talent and other business resources.

2. REASON FOR THE COURSE

Accelerated digitalization and disruptive business models force companies and organizations to formally set their strategic direction, (often with assistance of strategy consulting firms such as McKinsey, Bain, BCG), and to solve a specific strategic or operational issues or external auditing (often with the assistance of Deloitte, EY, KPMG, PWC) or implement a digital solution (often with assistance of Accenture, IBM, Oracle). Meanwhile, many multinationals also build their internal consulting and innovation departments to manage their ongoing strategic change and innovation process.

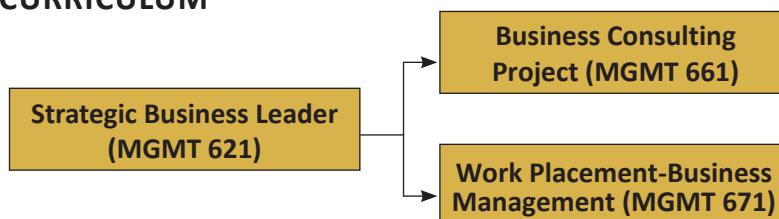
The aim of the syllabus is to demonstrate organisational leadership and senior consultancy or advisory capabilities and relevant professional skills, through the context of an integrated case study.

3. STUDY HOURS

Credits: 6

Lecture Hours	Self-Study Hours			Total Study Hours
	Reading	Practice and Review	Project	
90	80	60	40	255

4. ROLE IN CURRICULUM



Prerequisites

There are no prerequisites for this course other than the program entrance requirements. However, students are encouraged to complete one or more of the following courses before attempting Strategic Leader: STAT 511, ACCT 521, MGMT 525, FINC 612.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Explain the Foundations of Organizational Dynamics (CK1) Explain the concepts of stakeholders, ethics, environmental accountability, agency theory, corporate governance, risks, internal controls, integrated reporting, and strategic management model of strategic assessment, strategic choices and strategic action.	Understand	PC5
Cognitive Skills	Level of Learning	Related PLO
Align the Organizational Elements for Cohesive Success (CC1) Create an organizational strategy to align the mission, vision, goals, objectives, critical success factors and key performance indicators, projects, product portfolio, organisational structure, and IT applications needed.	Create	PC5
Analyze and conduct Risk Assessment for Informed Decision-Making (CC2) Evaluate the strategic position of the organization against external environment and the availability of internal resources, to identify feasible strategic options and analyse the risk profile of the organization and of any strategic options identified, within a culture of responsible risk management.	Evaluate	PC5
Evaluate Techniques and Strategies for Dynamic Change Management (CC3) Evaluate high level financial techniques in planning, control and decision making and enable success through innovative thinking, apply best in class strategies and disruption technologies in management of change.	Evaluate	PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Create a Strategic IT Formulation for Optimal Organizational Outcomes (CCIT1) Formulate IT arrangements to enable successful strategic outcomes.	Create	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Critically evaluate the Collaborative Strategic Development (CIP1) Critically evaluate the effectiveness of individual and team-based approaches to developing and presenting feasible strategies.	Evaluate	PIP1
Formulate the Strategy for Sustainable Success (CIP2) Formulate an ethical business strategy.	Create	PIP2

6. ASSESSMENT AND GRADING

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

Topic	CLO Assessment and Scoring				Skill Weighting for Grade
	Participation and presentation	In-class mini-case studies (2)	Strategy Consulting Project	Final Exam	
Explain the Foundations of Organizational Dynamics (CK1)	50%		50%		100%
Align the Organizational Elements for Cohesive Success (CC1)		30%	50%	20%	100%
Analyze and conduct Risk Assessment for Informed Decision-Making (CC2)		30%	30%	40%	100%
Evaluate Techniques and Strategies for Dynamic Change Management (CC3)		30%	30%	40%	100%
Create a Strategic IT Formulation for Optimal Organizational Outcomes (CCIT1)		40%	30%	30%	100%
Critically evaluate the Collaborative Strategic Development (CIP1)		40%	30%	30%	100%
Formulate the Strategy for Sustainable Success (CIP2)		30%	30%	40%	100%

TEACHING AND LEARNING

7. 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, quizzes, case study analysis, assignment and exam.

EXAM

This course is examined using an integrated case study exam. The case study may use or draw upon some or all of the main elements of the Integrated Reporting Framework. The examination assesses the technical and digital capabilities that potential leaders need to demonstrate in senior positions within organisations but will also be focused on the following professional skills and behaviours: Communication, Commercial Acumen, Analysis, Scepticism, and Evaluation.

The broad structure of the case study will give candidates information about an organisation from a range of sources ranging from interviews with stakeholders to internal organizational documents to spreadsheets. Each case study will require the candidate to take on various roles of organisational leaders, consultants or advisers to senior management.

Assignment - Strategy Consulting Project

Work arrangement: Group

Output format : Presentation

Language : English

Assignment : Students will form management consulting teams with 5 members and will explore strategic issues and innovation in selected industries to develop and recommend a new strategy. Selected industries may include: Banks, Insurance, Telecom, Audit & Accounting, Retail & Supermarkets, Airlines, Petrol Stations, Hotels, Café & Food Chains and Higher Education.

Consulting Projects Assessment Criteria

- § **Diagnose** strategic issues with a structured problem-solving approach (20%)
 - Project team identifies relevant strategic issues and innovation areas
 - Project team classifies the root causes of the issues with (MECE) pyramid principle
- § **Analyze** strategic information with various approaches & methodologies (20%)
 - Relevant data with sufficient variety and depth are collected
 - Variety of and relevant analyses are performed with an appropriate depth
- § **Synthesize** findings and translate abstract ideas into actionable insights (20%)
 - Compelling insights are generated from the analyses with beyond the obvious results
 - Implications for the client organization are revealed: “So What?” is clearly answered
- § **Design** and **evaluate** alternative solutions and a roadmap (20%)
 - Alternative scenarios are designed & evaluated answering “What should firms do?”
 - Next steps and an innovation roadmap are developed
- § **Develop** and **Recommend** a new strategy (20%)
 - Strategy development process is progressed timely & independently as a team
 - New strategy is presented with a clear storyline based on pyramid principle

8. 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 followed by subject matter: Stakeholders, ethics, environment. Analysing organisation’s stakeholders, ethical decisions and environmental issues. the purpose and rationale of strategy (CK1, CC2)	• Lecture • Group discussion on the purpose of strategy and use of theory and case studies Reading: Chapter 4 (pp. 132-153) (Textbook 1) Case study (United Breweries Holdings Ltd)
2	Corporate governance (CG) perspectives, agency theory, principles of good CG Assess the CG perspectives, agency relationships, and good CG principles (CC1)	• Lecture • Quiz 1 Reading: Chapter 4 (Textbook 1) Chapter 3 (Textbook 2), (pp. 60-64)
3	Corporate Governance codes (UK Governance code) Exemplifying a Successful Corporate Governance code Evaluate the underlying tenets of good corporate governance practices (CCIT1)	• Lecture • Quiz 2
4	Corporate governance code – continuation	• Lecture • Quiz 2 continuation
5	Corporate governance for charities, government agencies, and board structure Assess the different corporate governance perspectives of organisations	• Lecture
6	Risks Assess the different types of risks, risk assessment, risk responses, risk correlations, audits and Enterprise risk management	• Lecture Reading: COSO ERM – Integrating risks with strategy and performance (June 2017) Quiz 3

7	Internal controls and internal audit Assess the internal control characteristics, signs, limitations, and internal audit remit	Lecture Reading: <i>Guidance on Risk Management, Internal Control and Related Financial and Business Reporting (FRC, 2014)</i>
8	Integrated reporting Determine the concept of integrated reporting	Lecture Reading: <i>Integrated reporting of National Electricity Board, Malaysia (2019)</i> Quiz 4
9	Strategy – definition, levels of strategy, how strategies are developed and strategic management model Assess the strategic management model and its elements (CC1)	- Lecture - Quiz 4 Reading: <i>Chapter 1 (Textbook 1)</i> Case study - Airbnb
10	Strategic position – mission, vision, goals, objectives, critical success factors, key performance indicators Assess the role of targeted objectives in strategy making and implementation (CC1) Apply the concept of setting objectives to real life case studies (CC2)	- Lecture - Quiz 4 Reading: <i>Chapter 1 (Textbook 1)</i>
11	Strategic position – environmental appraisal – macro/general environment and scenario planning	- Lecture - Quiz 4 Reading: <i>Chapter 2 (Textbook 1)</i> Case study: Alibaba
12	Strategic position – industry environment – market forces analysis	- Lecture - Quiz 4 Reading: <i>Chapters 3 and 7 (Textbook 1)</i> Case study – IKEA (chapter 7)
13	Porter’s Diamond and introduction of internal appraisal	- Lecture - Quiz 4 Reading: <i>Chapter 9 (pp. 282-283)</i>
14	Strategic position – value chain, value system, processes, product portfolio	- Lecture - Quiz 4 Reading: <i>Chapter 4 and chapter 8 (pp. 283-284) (Textbook 1)</i> Case study – Rocket Internet (chapter 4)
15	Strategic choices – TOWS analysis, Ansoff’s strategies	- Lecture - Quiz 5 Reading: <i>Chapter 8 (Text book 1)</i> Case study: Virgin (chapter 8)
16	Strategic choices – external growth – M&A	- Lecture - Quiz 5 Reading: <i>Chapter 11 (pp. 339-350) (Textbook 1)</i>
17	Strategic choices: Alliances and evaluation	- Lecture - Quiz 5 Reading: <i>Chapter 11(pp. 351-360), Chapter 12 (Textbook 1)</i> Case study: Sainsbury (chapter 11)
18	Strategic choices: Capital budgeting	Lecture

19	Strategic choice: types of changes, contextual features of change success, Force-field analysis	Lecture Reading: Chapter 15 (Textbook 1) Case study: Motor of change (chapter 15)
20	Strategic action: Organisational structure	Lecture Reading: Chapter: Chapter 14 (Textbook 1) Case study: One Sony (chapter 14)
21	Strategic action: Culture	Lecture Reading: Chapter 6 (Textbook 1) Case study: Barclays Bank (chapter 6)
22	Strategic action: Leadership	Lecture Reading: Chapter 15 (pp. 469-471) (Textbook 1)
23	Strategic action: Project management	Lecture Reading: Textbook 2 (pp.421-450)
24	Strategic action: Project management	Lecture
25	Strategic action: Financial in planning and decision making	Lecture Reading: Textbook 2 (pp. 273-295)
26	Strategic action: IT – e-commerce, IT security and controls, cloud computing, fintech, blockchain and initial coin offering	Lecture Reading: Textbook 2, (chapter 11, 12)
27	Strategic action: IT – e-commerce, IT security and controls, cloud computing, fintech, blockchain and initial coin offering	Lecture
28	Case Study discussion and Review BCO Charity	- Lecture - Exam techniques and questions
29	Case Study Review TT4U consulting	- Lecture - Exam questions
30	Case Study Review Dulce Chocolate	- Lecture - Exam questions
31	Case Study Review SmartWear retailing	- Lecture - Exam questions
32	Assignment discussion	
33	Case Study Review Hilite Hotels Assignment discussion	- Lecture - Exam questions
34	Case Study Review CC construction Assignment discussion	- Lecture - Exam questions
35	Case Study Review Nehby company Assignment discussion	- Lecture - Exam questions
36	Case Study Review Rail Co Assignment discussion	- Lecture - Exam questions
37	Case Study Review DCS company Assignment discussion	- Lecture - Exam questions

38	Case Study Review • ONA airlines Assignment discussion	• Lecture • Exam questions
39	Case Study Review • Green transport group Assignment discussion	• Lecture • Exam questions
40	Case Study Review • 1 Trax Assignment discussion	• Lecture • Exam questions
41	Case Study Review • WAT tours Assignment discussion	• Lecture • Exam questions
42	Case Study Review • EcoCar Assignment discussion	• Lecture • Exam questions
43	Case Study Review • 2Tel Assignment discussion	• Lecture • Exam questions
44	Case Study Review • Harmond Shoes Assignment discussion	• Lecture • Exam questions
45	Case Study Review • Man Lal Assignment discussion	• Lecture • Exam questions
46	Case Study Review • Lysus surgical Assignment discussion	• Lecture • Exam questions
47	Case Study Review • Xaxa Assignment discussion	• Lecture • Exam questions
48	Case Study Review • Cheapkit Assignment discussion	• Lecture • Exam questions
49	Case Study Review • Science First company Assignment discussion	• Lecture • Exam questions
50	Case Study Review • State Bank of Forenia Assignment discussion	• Lecture • Exam questions
51	Assignment Presentation Class (CCIT2)	• Assignment Presentations • Group discussion
52	Assignment Presentation Class (CCIT2)	• Assignment presentations • Group discussion
53	Final Exam Review (CCIT1)	• Lecture and review of topics

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regner, P. (2017), *Exploring Strategy – Text and Cases*, 11th ed., Pearson, Pearson Education Limited, UK.
2. ACCA (2021), *Strategic Business Leader*, BPP Learning Media.
3. Tricker, B (2019), *Corporate Governance – principles, policies, and practices*, 4th ed., Oxford University Press, UK.
4. Thompson, Peteraf, Gamble, and Strickland (2019). *Crafting & Executing Strategy: The Quest for Competitive Advantage: Concepts and Readings*, 22nd Edition.
5. Lawrence, A.T. & Weber, J. (2017), *Business and Society – Stakeholders, ethics, public policy*, 15th ed., McGraw Hill Education, NY.

References

1. Harvard Business Review (2011). HBR's 10 Must Reads on Strategy.
2. Journal of Business Ethics
3. Corporate Governance: An International Review
4. Managerial Auditing Journal

WORK PLACEMENT-ACCOUNTING

ACCT 671

COURSE SPECIFICATION

OVERVIEW

1. 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.

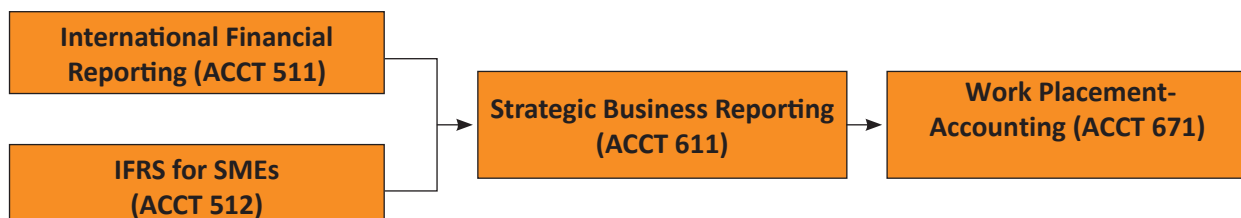
2. REASON FOR THE COURSE

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.

3. STUDY HOURS

Credits: 5		
Self-Study Hours		
1 Credit Fieldwork Hours	Period	Total Credit Hours
45	3-6 months	225

4. 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 are recommended to complete Strategic Business Reporting (ACCT 611) before taking this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe the accounting standards and regulations Describe the requirement of the relevant national and international accounting standards and regulations.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Prepare financial statements Prepare financial statements in accordance with Cambodian International Financial Reporting Standards (CIFRS) and/or CIFRS for SMEs.	Analyze	PC6
Analyze the information Analyze the appropriate information to measure business performance.	Create	PC6
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Advise the management Advise the management on how to improve the business performance.	Analyze	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Manage a team Manage a team to work productively and ethically in accounting fields	Characterize	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Mentor	Peer	PE Report	Interview	
Describe the accounting standards and regulations			50%	50%	20%
Prepare financial statements			50%	50%	20%
Analyze the information			50%	50%	20%
Advise the management	50%	50%			20%
Manage a team	50%	50%			20%

TEACHING AND LEARNING

7. 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.

Performance Objectives

Students are required to achieve a minimum of **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 arrangement: 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.

Interview: Students are required to attend the interview by the evaluators and answer any questions they may be asked during the interview. [Rubric](#)

8. 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>

9. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rulebook.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 progress against plans. - Use appropriate techniques to assess and to evaluate overall performance against plans. - Advise on business performance and recommend improvements.
Monitor and report 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. - Prepare management reports as required by management. It can include performance measurement and analysis.

WORK PLACEMENT-AUDITING

ACCT 672

COURSE SPECIFICATION

OVERVIEW

1. 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.

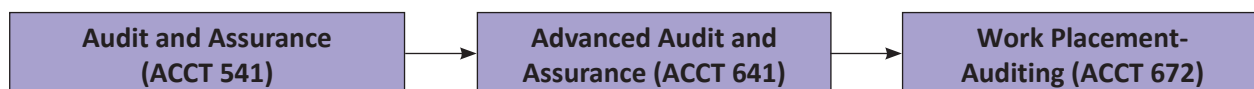
2. REASON FOR THE COURSE

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 audit career.

3. STUDY HOURS

Credits: 5		
Self-Study Hours		
1 Credit Fieldwork Hours	Period	Total Credit Hours
45	3-6 months	225

4. 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 are recommended to complete Advanced Audit and Assurance (ACCT 641) and Audit and Assurance (ACCT 541) before taking this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe the standards and regulations Describe the requirement of the relevant national and international audit standards and regulations.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Design the audit program Design the audit program to meet the objectives of the audit and assurance engagement	Create	PC2
Carry out audit procedures Carry out audit procedures to obtain sufficient appropriate audit evidence in accordance with International Standards on Auditing (ISAs).	Apply	PC2
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Discuss the audit findings Discuss the audit findings with management and/or those charged with governance.	Apply	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Manage a team Manage a team to work productively and ethically in a particular audit engagement	Characterize	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Mentor	Peer	PE Report	Presentation	
Describe the standards and regulations			50%		20%
Design the audit program			50%	50%	20%
Carry out audit procedures			50%	50%	20%
Discuss the audit findings	50%	50%			20%
Manage a team	50%	50%			20%

TEACHING AND LEARNING

7. 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.

Performance Objectives

Students are required to achieve a minimum of **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 arrangement: Individual

Output format : Performance Objective Matrix

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 in a performance objective matrix. The report should be clear and truthfully reflect the experience with examples provided.

Presentation: Students are required to attend the interview by the evaluators and answer any questions they may be asked during the interview. [Rubric](#)

8. 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>

9. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rulebook.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.



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WORK PLACEMENT-TAXATION

ACCT 673

COURSE SPECIFICATION

OVERVIEW

1. 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.

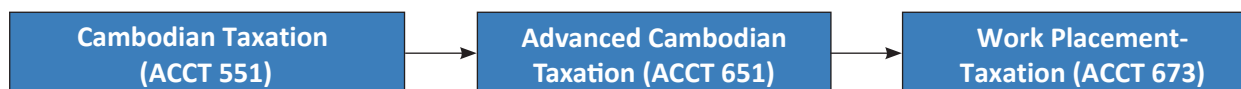
2. REASON FOR THE COURSE

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 tax career.

3. STUDY HOURS

Credits: 5		
Self-Study Hours		
1 Credit Fieldwork Hours	Period	Total Credit Hours
45	3-6 months	225

4. 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 are recommended to complete Advanced Cambodian Taxation (ACCT 651) before taking this course.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Describe the laws and regulations Describe the requirement of the relevant national and international tax laws and regulations.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Assess the impact of tax compliance Assess the impact of tax compliance on company profitability in accordance with tax regulations.	Analyze	PC4
Compute the liabilities Compute the liabilities and tax payments in accordance with the tax law and regulations.	Apply	PC4
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Discuss the tax risks Discuss the potential tax risks and/or tax minimisation measures for individuals and organizations.	Analyze	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Work with the team Work effectively with the team to deal with relevant tax issues of individuals and organizations.	Characterize	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Mentor	Peer	PE Report	Interview	
Describe the laws and regulations			50%	50%	20%
Assess the impact of tax compliance			50%	50%	20%
Compute the liabilities			50%	50%	20%
Discuss the tax risks	50%	50%			20%
Work with the team	50%	50%			20%

TEACHING AND LEARNING

7. 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.

Performance Objectives

Students are required to achieve a minimum of **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 arrangement: 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.

Presentation: Students are required to attend the interview by the evaluators and answer any questions they may be asked during the interview.

[Rubric](#)

8. 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>

9. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rulebook.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

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 - FINANCE AND INVESTMENT

FINC 671

COURSE SPECIFICATION

OVERVIEW

1. 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.

2. REASON FOR THE COURSE

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 an investment and finance career.

3. STUDY HOURS

Credits: 5		
Self-Study Hours		
1 Credit Fieldwork Hours	Period	Total Credit Hours
45	3-6 months	225

4. ROLE IN CURRICULUM



Prerequisites

Students are recommended to complete Advanced Financial Management (FINC 601) and Advanced Business Valuation and Investment (FINC 512) before taking this course.

Also, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or employer-conducted orientation approved by CSSA.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Explain the implications Explain the financial and strategic implications of the business' working capital, capital structure and investment portfolio.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Perform financial appraisal Perform financial appraisal of business projects and investments.	Analyze	PC1
Manage investments Manage working capital, investments, and capital structure in accordance with investor objectives and risk appetite.	Create	PC3
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Analyze the data Analyze the qualitative and quantitative data to support investment and/or financing decisions.	Analyze	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Apply Ethics Apply a professional ethical framework and code in achieving ethical investment outcomes.	Characterize	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Mentor	Peer	Peer	Interview	
Explain the implications			50%	50%	20%
Perform financial appraisal			50%	50%	20%
Manage investments			50%	50%	20%
Analyze the data	50%	50%			20%
Apply Ethics	50%	50%			20%

TEACHING AND LEARNING

7. 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.

Performance Objectives

Students are required to achieve a minimum of **four performance objectives** in total including **all three 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.

Personal Experience Report

Work arrangement: 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.

Presentation: Students are required to attend the interview by the evaluators and answer any questions they may be asked during the interview. [Rubric](#)

8. 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>

9. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rulebook.html>
2. ACCA performance objectives <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	Elements
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

Finance and Investment

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.

WORK PLACEMENT- BUSINESS MANAGEMENT

MGMT 671

COURSE SPECIFICATION

OVERVIEW

1. 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.

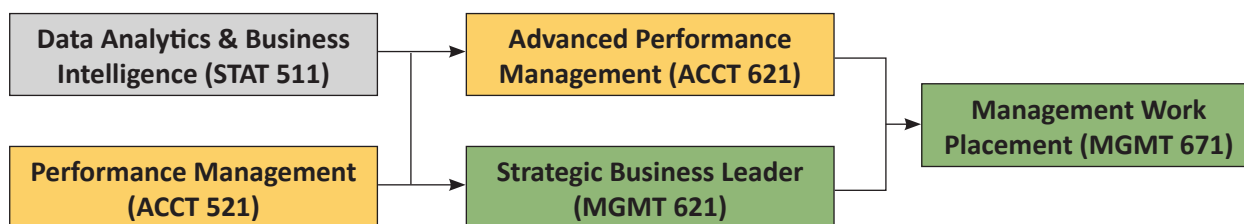
2. REASON FOR THE COURSE

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 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 management career.

3. STUDY HOURS

Credits: 5		
Self-Study Hours		
1 Credit Fieldwork Hours	Period	Total Credit Hours
45	3-6 months	225

4. ROLE IN CURRICULUM



Prerequisites

Before commencing this course, students are recommended to complete the following courses:

- Advanced Performance Management ACCT 621; or
- Strategic Business Leader MGMT 621

Also, students must have completed the 9-hour preparation activities provided by Career Services and Student Advising (CSSA) or employer-conducted orientation approved by CSSA.

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Explain the effect of law and regulations Explain how national and international business law and regulations affect the organization, operations and strategy of the business.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Assess the alignment Assess the alignment of business strategy, business operations, product/ service portfolio and stakeholder needs.	Analyze	PC5
Create an action plan Create and execute an operational management action plan.	Create	PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Analyze the data Analyze the qualitative and quantitative data to draw reasonable conclusions that support the business operation and strategy.	Analyze	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Lead a team Lead a productive and collaborative team in business management	Characterize	PIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment				Skill Weighting for Grade
	Mentor	Peer	PE Report	Interview	
Explain the effect of law and regulations			50%	50%	20%
Assess the alignment			50%	50%	20%
Create an action plan			50%	50%	20%
Analyze the data	50%	50%			20%
Lead a team	50%	50%			20%

TEACHING AND LEARNING

7. 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.

Performance Objectives

Students are required to achieve a minimum of **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.

Personal Experience Report

Work arrangement: 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.

Presentation: Students are required to attend the interview by the evaluators and answer any questions they may be asked during the interview. [Rubric](#)

8. 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>

9. TEXTBOOKS AND REFERENCES

References

1. ACCA rule book <https://www.accaglobal.com/gb/en/about-us/regulation/ethics/acca-rulebook.html>
2. ACCA performance objectives <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	Elements
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

Management

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
Plan business activities 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.
Measure and assess the departmental and business performance	- Identify the key external factors, including financial factors, affecting organisational 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. - Advise on appropriate ways to maintain and improve performance.
Develop clear insight into both internal and external issues	- Identify and use appropriate financial and non-financial information to build a comprehensive understanding of a business - Identify ways to use business partnering to make better connections and develop successful relationships based on achieving best practice and creating additional value.
Analyze the data and draw conclusions	- Identify any relevant financial and non-financial data and use it to provide insights to answer important business questions and provide solutions for your organisation. - Use appropriate analytical tools to process, manipulate and analyse data. These tools could include spreadsheet applications or more technical statistical analysis software. - Apply modelling techniques to deliver specific types of analysis, which may include: scenario analysis, forecasting, optimisation problems or cost-benefit analysis. - Use data and resulting information ethically and responsibly, analysing and interpreting data sceptically to draw appropriate conclusions and make recommendations to support effective decision-making. - Communicate the recommendations to relevant stakeholders in a way they can easily visualise and understand, to exploit business opportunities, manage risk and evaluate performance.

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RESEARCH - FINANCIAL REPORTING, ACCOUNTING AND TAXATION

ACCT 661

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

The course intends to develop a research orientation among the students to acquaint them with the fundamentals of research methods. It will expose the students to various methodologies used in critical research analysis. Through designing a research framework and collecting and analyzing data, students will build their skills for the in-company project work, writing and presenting reports, and writing research for their dissertation. Further, with their skills and knowledge, students could apply appropriate analysis methods to examine the impact of the data on business operations. Thus, in this course, students will gain hands-on experience developing research frameworks, designing research instruments/tools, data collection methods, data analysis, and report writing.

2. REASON FOR THE COURSE

The course aims to develop a range of skills among students in formulating research proposals, including framing research questions, developing hypotheses, designing research frameworks, collecting and analyzing data, and reporting. Further, students will be able to understand and adhere to appropriate methodology for conducting research. Throughout the course, the focus is on core concepts underpinning all stages of the research process to conduct research professionally and produce a 'good quality' research output. Thus, the course prepares professionals to employ appropriate research methods for their business ventures.

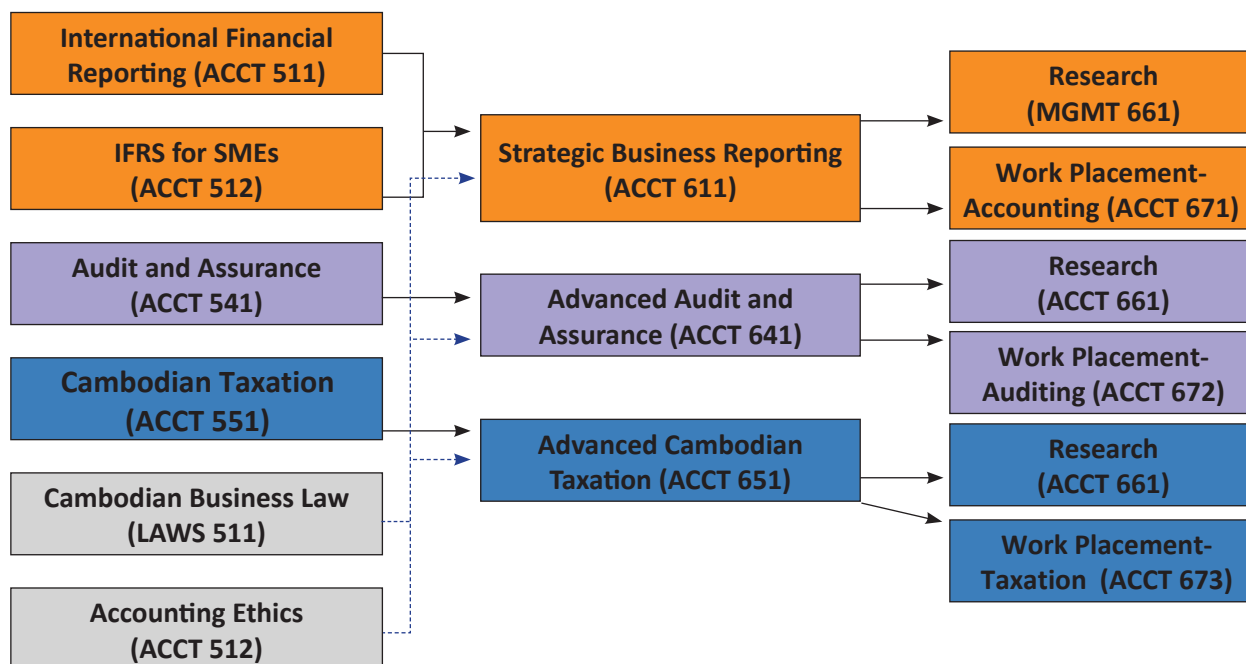
3. STUDY HOURS

Credits: 6

Lecture Hours and Group Presentation	Self-Study Hours			Total Study Hours
	Group Research Consultation Paper Presentation	Group Research Project Consultation and Paper Publication	Reading, Review and Research Assignments	
63	10.5	16.5	150	240

4. ROLE IN CURRICULUM

Financial Reporting, Auditing and Taxation



Prerequisites

To enroll in this course, students must have successfully completed either:

- Strategic Business Reporting ACCT 611; or
- Advanced Audit and Assurance ACCT 641
- Advanced Cambodian Taxation ACCT 651

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover three main areas: Understanding the research frameworks, developing a research proposal, and producing a paper for publication. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Describe Types of Business Research (CK1) Describe the types of business research and the research process, including broad problem areas and the purpose..	Understand	PK1
Describe Knowledge of Research and Managerial Effectiveness (CK2) Discuss the knowledge about research and managerial effectiveness, including the population element, population frame, sample, and subject in the research	Understand	PK1
Explain Type of Sampling (CK3) Explain different types of sampling in research.	Understand	PK1

Cognitive Skills	Level of Learning	Related PLO
Apply Ethics in Business Research (CC1) Apply ethics in business research, use different processes of collecting preliminary data, and extract information for research.	Apply	PC1
Analyze Methods of Research (CC2) Analyze research methods for conducting scientific research in the management area. Analyze the conceptual and empirical literature in research.	Analyze	PC3 PC5
Analyze the Theoretical Framework (CC3) Analyze the theoretical framework in research and the process of developing hypotheses for research, including measurement of variables.	Analyze	PC3 PC5
Construct Elements of Research Design (CC4) Construct elements of a research design - a type of investigation, unit of analysis, time horizon, and rating scale. Develop the contents of a research report.	Create	PC3 PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Determine the Representativeness of the Sample Size (CCIT1) Determine the representativeness of the sample size and issues of precision and confidence in its determination and data analysis.	CCIT1	PCIT1
Interpret Data (CCIT2) Analyze and interpret data and test the hypothesis.	CCIT2	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Apply Ethical Norms (CIP1) Ethical norms and professionalism to conduct research. Protect the confidentiality of the respondents and produce the proposal and research report, including its executive summary.	Apply	CIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment	Skill Weighting for Grade
	Research presentation and Final paper	
Introduction		
Describe the broad problem areas and the purpose, including research questions (CK1)	100%	10%
Analyze theoretical framework (CC3)	100%	10%
Literature review		
Analyze the conceptual and empirical literature (CC2)	100%	20%
Research Methodology		
Construct Research Design (CC4)	100%	5%
Develop a Sample Design (CK2)	100%	5%
Explain type of sampling (CK3)	100%	5%
Determine the Representativeness of the Sample Size (CCIT1)	100%	5%
Findings		
Interpret Data (CCIT2)	100%	20%

Conclusion and Limitations		
Apply Ethics in Business Research (CC1)	100%	10%
Apply Ethical Norms (CIP1)	100%	10%

Research Assignment

Work arrangement: Groups of one

Output format : APA Format Report

Language : English

Assignment : Students will select a topic in their areas of interest and specialization, develop a research proposal using the prescribed format, and make a presentation. This proposal will be used in conducting research and developing a project paper. To complete the research proposal successfully, students are required to consult their instructor

The assignment involves the following steps:

1. Selecting a topic
2. Conducting a preliminary literature survey
3. Developing a research proposal
4. Conducting research
5. Producing a research paper for presentation and publication

TEACHING AND LEARNING

7. TEACHING METHODS

This course uses lectures, research cases, proposal development, and presentation. Students are assigned to read the research materials to support their learning and produce a draft research proposal. Approximately 50 percent of class time is devoted to building research skills through proposal writing and presentation, including developing research papers for seminar presentations and publications. Students are encouraged to bring real-life problems to discuss and conduct research for solutions.

8. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours, for a total of 75 class hours, including conducting research, preparing research seminar papers for presentation, and submitting a research paper for publication. The study plan below describes each lesson's learning outcome and what the student should be able to do at the end of the lesson. Students should do readings before the start of each class. Implementation of this study plan may vary depending on students' progress and needs.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Research 1. Explain the meaning of research (CK1) 2. Describe business research and types of business research (CK1) 3. Discuss the knowledge about research and managerial effectiveness (CK2) 4. Explain the necessity to adhere ethics in business research (CC1)	• Lecture • Discussion Reading: <i>References: textbook</i> <i>Chapter 1 pp: 3-9, 17-18</i>

2	Scientific Investigation 1. Explain the hallmarks of scientific research (CK1) 2. Discuss some obstacles to conducting scientific research in the management area (CC2) 3. Describe the hypothetico-deductive method and other types of research (CC2)	• Lecture • Group discussion Reading: <i>References: textbook</i> <i>Chapter 2 pp: 22-26, 29-36</i>
3	The Research Process: The Broad Problem Area, Preliminary Data Gathering 1. Explain the research process for applied and basic research (CK1) 2. Identify the broad problem area (CK1) 3. Determine the process of collecting preliminary data (CC1)	• Lecture • Discussion • Group research project – Problem selection Reading: <i>References: textbook</i> <i>Chapter 4 pp: 55-61</i>
4	The Research Process: Literature Review, Problem Definition 1. Explain the conceptual and empirical literature in research (CC2) 2. Determine the process of identifying relevant sources and extracting information for research (CC1) 3. Prepare a well-defined problem (CC2)	• Lecture • Discussion • Group research project – Problem definition Reading: <i>References: textbook</i> <i>Chapter 4 pp: 63-70</i>
5	The Research Process: Theoretical Framework 1. Discuss the need for a theoretical framework in research (CC3) 2. Explain the components of the theoretical framework with examples (CC3)	• Lecture • Group discussion Reading: <i>References: textbook</i> <i>Chapter 5 pp: 86, 97-99</i>
6	Research Case 1 Problem Statement: Setting Research Questions and Objectives 1. Review and assess learning outcomes of lecture 1- 5	• Research case 1
7	The Research Process: Hypothesis Development 1. Discuss the process of developing hypotheses for a research (CC3) 2. Prepare the statement of hypothesis (CC3)	• Lecture Discussion • Group research project – Statement of hypothesis Reading: <i>References: textbook</i> <i>Chapter 5 pp: 103-105</i>
8	The Research Process: Elements of Research Design 1. Prepare the research design (CC3) 2. Discuss the purpose of the study: Exploratory, descriptive, hypothesis testing, case study analysis (CK1)	• Lecture • Discussion • Group research project – Purpose of the study Reading: <i>References: textbook</i> <i>Chapter 6 pp: 117-125</i>
9	The Research Process: Elements of Research Design 1. Discuss the type of investigation: Causal versus Correlational (CC4) 2. Determine the Unit of analysis: Individuals, dyads, groups, organizations, cultures (CC4) 3. Classify time horizon: Cross-sectional versus longitudinal studies (CC4)	• Lecture • Discussion • Group research project – Research design Reading: <i>References: textbook</i> <i>Chapter 6 pp: 126-135</i>

10	Measurement of Variables: Operational Definition and Scales 1. Discuss how variables are measured (CC3) 2. Explain operational definition: Dimensions and elements (CC4) 3. Differentiate various scales: Ordinal scale, interval scale, and ratio scale (CC4)	- Lecture - Discussion Reading: References: textbook Chapter 8 pp: 174-192
11	Measurement: Scaling, Reliability, Validity 1. Discuss the rating scales- Dichotomous scale, ranking scale (CC4)	- Lecture - Discussion Reading: References: textbook Chapter 9 pp: 196-202
12	Research Case 2 Hypotheses formulation, and preparation of research design 1. Review and assess learning outcomes of lecture 7- 11	Research case 2
13	Measurement: Scaling, Reliability, Validity 1. Explain goodness of measures (CC4) 2. Discuss reliability and validity in research (CC4)	- Lecture - Discussion - Group research project – Rating scale Reading: References: textbook Chapter 9 pp: 202-207
14	Data Collection Methods 1. Discuss sources of data for research (CC1) 2. Distinguish between primary and secondary sources of data (CC1) 3. Explain data collection methods- Interviewing (CC1)	- Lecture - Discussion - Group research project – Sources of data Reading: References: textbook Chapter 10 pp: 219-228
15	Data Collection Methods 1. Explain data collection methods- Questionnaires (CC1) 2. Discuss other methods of data collection (CC1)	- Lecture - Discussion - Group research project – Methods of data collection Reading: References: textbook Chapter 10 pp: 236-243, 250-255
16	Research Case 3 Preparation of rating scale, and development of questionnaire 1. Review and assess learning outcomes of lecture 13- 15	Research case 3
17	Sampling 1. Discuss population element, population frame, sample, and subject (CK2) 2. Distinguish between probability and nonprobability sampling (CK3) 3. Explain different types of probability sampling (CK3)	- Lecture - Discussion - Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 265-276
18	Sampling 1. Explain different types of nonprobability sampling (CK3) 2. Discuss sampling in cross-cultural research (CK3)	- Lecture - Discussion - Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 276-286

19	Sampling 1. Determine the sample size (CCIT1) 2. Explain the issues of precision and confidence in determining sample size (CCIT1) 3. Discuss the sample data and hypothesis testing (CCIT1)	- Lecture - Discussion - Group research project – Sample size Reading: References: textbook Chapter 11 pp: 286-292
20	Research Case 4 Determination of sample size and sampling 1. Review and assess learning outcomes of lecture 17- 19	Research case 4
21	Data Analysis and Interpretation 1. Prepare data for analysis and interpretation (CCIT2) 2. Discuss the use of descriptive and inferential statistics in data analysis (CCIT2) 3. Analyze data for hypothesis testing (CCIT2) 4. Discuss the use of software packages for data analysis (CCIT1)	- Lecture - Discussion - Group research project – Plan for data analysis and interpretation Reading: References: textbook Chapter 12 pp: 301-308
22	The Research Report 1. Discuss the contents and characteristics of a research report (CC4) 2. Explain the integral parts of the report (CC4) 3. Prepare the executive summary of a report (CIP1)	- Lecture - Discussion - Group research project – Report contents Reading: References: textbook Chapter 13 pp: 341-351
23	The Research Report 1. Identify the components of research proposal (CC4) 2. Prepare the complete research proposal (CIP1)	- Lecture - Discussion - Group research project – Proposal development Reading: References: textbook Chapter 13 pp: 339-341
24	Research Case 5 Preparation of research layout 1. Review and assess learning outcomes of lecture 21- 23	Research case 5
25	Review and preparation for final research proposal	- Lecture - Discussion
26	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
27	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
28	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
29	Research Seminar 1. Prepare topics for research seminar and allot to groups 2. Determine guidelines for research seminar	- Lecture - Discussion
30	Research Seminar- Paper Preparation by Groups	Consultation
31	Research Seminar- Paper Preparation by Groups	Consultation
32	Research Seminar- Paper Preparation by Groups	Consultation
33	Research Seminar- Paper Preparation by Groups	Consultation

34	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
35	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
36	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
37	Group Research Project – Preparation of Research Instruments/Tools	• Consultation
38	Group Research Project – Pre-testing of Research Instruments/Tools	• Field survey • Consultation
39	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
40	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
41	Group Research Project – Field Survey - Data Collection	• Experience sharing • Consultation
42	Group Research Project – Data Analysis and Interpretation	• Consultation
43	Group Research Project – Data Analysis and Interpretation	• Consultation
44	Group Research Project – Report Writing	• Consultation
45	Group Research Project – Report Writing	• Consultation
46	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
47	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
48	Group Research Project – Refinement of Research Report for Publication	• Consultation
49	Group Research Project – Refinement of Research Report for Publication	• Consultation
50	Review of Group Research Project Submission of Research Paper for Publication	• Experience sharing • Discussion

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Sekaran, Uma. (2003). *Research Methods for Business: A Skill Building Approach*. John Wiley & Sons, Inc. New York: USA.

References

1. Research reports published by the World Bank, UNDP, IMF, ADB, NBC, and RGC.
2. Selected articles published in professional journals.

RESEARCH - BUSINESS MANAGEMENT

MGMT 661

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

The course intends to develop a research orientation among the students to acquaint them with the fundamentals of research methods. It will expose the students to various methodologies used in critical research analysis. Through designing a research framework and collecting and analyzing data, students will build their skills for the in-company project work, writing and presenting reports, and writing research for their dissertation. Further, with their skills and knowledge, students could apply appropriate analysis methods to examine the impact of the data on business operations. Thus, in this course, students will gain hands-on experience developing research frameworks, designing research instruments/tools, data collection methods, data analysis, and report writing.

2. REASON FOR THE COURSE

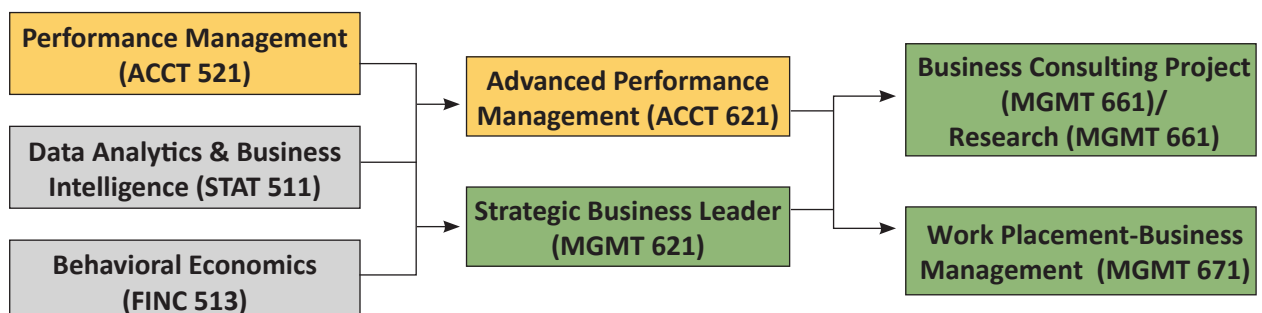
The course aims to develop a range of skills among students in formulating research proposals, including framing research questions, developing hypotheses, designing research frameworks, collecting and analyzing data, and reporting. Further, students will be able to understand and adhere to appropriate methodology for conducting research. Throughout the course, the focus is on core concepts underpinning all stages of the research process to conduct research professionally and produce a 'good quality' research output. Thus, the course prepares professionals to employ appropriate research methods for their business ventures.

3. STUDY HOURS

Credits: 6

Lecture Hours and Group Presentation	Self-Study Hours			Total Study Hours
	Group Research Consultation Paper Presentation	Group Research Project Consultation and Paper Publication	Reading, Review and Research Assignments	
63	10.5	16.5	150	240

4. ROLE IN CURRICULUM



Prerequisites

To enroll in this course, students must have completed either:

- Advanced Financial Management FINC 601; or
- Private Equity and Portfolio Management FINC 651

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover three main areas: The research proposal development, preparation of a research paper for seminar presentation, and conduction of research to produce a research paper for publication. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Describe Types of Business Research (CK1) Describe the types of business research, process of research including broad problem areas and the purpose.	Understand	PK1
Describe Knowledge of Research and Managerial Effectiveness (CK2) Discuss the knowledge about research and managerial effectiveness, including the population element, population frame, sample, and subject in the research	Understand	PK1
Explain Type of Sampling (CK3) Explain different types of sampling in research.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Apply Ethics in Business Research (CC1) Apply ethics in business research, use different processes of collecting preliminary data and extracting information for research.	Apply	PC1
Analyze Methods of Research (CC2) Analyze methods of research and obstacles to conducting scientific research in the management area. Also, analyze the conceptual and empirical literature in research.	Analyze	PC3 PC5
Analyze the Theoretical Framework (CC3) Analyze the theoretical framework in research and the process of developing hypotheses for a research including measurement of variables.	Analyze	PC3 PC5
Construct Elements of Research Design (CC4) Construct elements of a research design - type of investigation, unit of analysis, time horizon and rating scale. Develop the contents of a research report.	Create	PC3 PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Determine the Representativeness of the Sample Size (CCIT1) Determine the representativeness of the sample size and issues of precision and confidence in its determination and data analysis.	CCIT1	PCIT1
Interpret Data (CCIT2) Analyze and interpret data and test the hypothesis.	CCIT2	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Apply Ethical Norms (CIP1) Ethical norms and professionalism to conduct research. Protect the confidentiality of the respondents and produce the h proposal and research report, including its executive summary.	Apply	CIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment	Skill Weighting for Grade
	Research presentation and Final paper	
Introduction		
Describe the broad problem areas and the purpose, including research questions (CK1)	100%	10%
Analyze theoretical framework (CC3)	100%	10%
Literature review		
Analyze the conceptual and empirical literature (CC2)	100%	20%
Research Methodology		
Construct Research Design (CC4)	100%	5%
Develop a Sample Design (CK2)	100%	5%
Explain type of sampling (CK3)	100%	5%
Determine the Representativeness of the Sample Size (CCIT1)	100%	5%
Findings		
Interpret Data (CCIT2)	100%	20%
Conclusion and Limitations		
Apply Ethics in Business Research (CC1)	100%	10%
Apply Ethical Norms (CIP1)	100%	10%

Research Assignment

Work arrangement : Groups of one

Output format : APA Format Report

Language : English

Assignment : Students will select a topic in their areas of interest and specialization, develop a research proposal using the prescribed format, and make a presentation. This proposal will be used in conducting research and developing a project paper. To complete the research proposal successfully, students are required to consult their instructor.

The assignment involves the following steps:

1. Selecting a topic
2. Conducting a preliminary literature survey
3. Developing a research proposal
4. Conducting research
5. Producing a research paper for presentation and publication

TEACHING AND LEARNING

7. TEACHING METHODS

This course uses lectures, research cases, proposal development, and presentation. Students are assigned to read the research materials to support their learning and produce a draft research proposal. Approximately 50 percent of class time is devoted to building research skills through proposal writing and presentation, including developing research papers for seminar presentations and publications. Students are encouraged to bring real-life problems to discuss and conduct research for solutions.

8. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours, for a total of 75 class hours, including conducting research, preparing research seminar papers for presentation, and submitting a research paper for publication. The study plan below describes each lesson's learning outcome and what the student should be able to do at the end of the lesson. Students should do readings before the start of each class. Implementation of this study plan may vary depending on students' progress and needs.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Research 1. Explain the meaning of research (CK1) 2. Describe business research and types of business research (CK1) 3. Discuss the knowledge about research and managerial effectiveness (CK2) 4. Explain the necessity to adhere ethics in business research (CC1)	• Lecture • Discussion Reading: References: textbook Chapter 1 pp: 3-9, 17-18
2	Scientific Investigation 1. Explain the hallmarks of scientific research (CK1) 2. Discuss some obstacles to conducting scientific research in the management area (CC2) 3. Describe the hypothetico-deductive method and other types of research (CC2)	• Lecture • Group discussion Reading: References: textbook Chapter 2 pp: 22-26, 29-36
3	The Research Process: The Broad Problem Area, Preliminary Data Gathering 1. Explain the research process for applied and basic research (CK1) 2. Identify the broad problem area (CK1) 3. Determine the process of collecting preliminary data (CC1)	• Lecture • Discussion • Group research project – Problem selection Reading: References: textbook Chapter 4 pp: 55-61
4	The Research Process: Literature Review, Problem Definition 1. Explain the conceptual and empirical literature in research (CC2) 2. Determine the process of identifying relevant sources and extracting information for research (CC1) 3. Prepare a well-defined problem (CC2)	• Lecture • Discussion • Group research project – Problem definition Reading: References: textbook Chapter 4 pp: 63-70
5	The Research Process: Theoretical Framework 1. Discuss the need for a theoretical framework in research (CC3) 2. Explain the components of the theoretical framework with examples (CC3)	• Lecture • Group discussion Reading: References: textbook Chapter 5 pp: 86, 97-99
6	Research Case 1 Problem Statement: Setting Research Questions and Objectives 1. Review and assess learning outcomes of lecture 1- 5	• Research case 1

7	The Research Process: Hypothesis Development 1. Discuss the process of developing hypotheses for a research (CC3) 2. Prepare the statement of hypothesis (CC3)	- Lecture/Discussion - Group research project – Statement of hypothesis Reading: References: textbook Chapter 5 pp: 103-105
8	The Research Process: Elements of Research Design 1. Prepare the research design (CC3) 2. Discuss the purpose of the study: Exploratory, descriptive, hypothesis testing, case study analysis (CK1)	- Lecture - Discussion - Group research project – Purpose of the study Reading: References: textbook Chapter 6 pp: 117-125
9	The Research Process: Elements of Research Design 1. Discuss the type of investigation: Causal versus Correlational (CC4) 2. Determine the Unit of analysis: Individuals, dyads, groups, organizations, cultures (CC4) 3. Classify time horizon: Cross-sectional versus longitudinal studies (CC4)	- Lecture - Discussion - Group research project – Research design Reading: References: textbook Chapter 6 pp: 126-135
10	Measurement of Variables: Operational Definition and Scales 1. Discuss how variables are measured (CC3) 2. Explain operational definition: Dimensions and elements (CC4) 3. Differentiate various scales: Ordinal scale, interval scale, and ratio scale (CC4)	- Lecture - Discussion Reading: References: textbook Chapter 8 pp: 174-192
11	Measurement: Scaling, Reliability, Validity 1. Discuss the rating scales- Dichotomous scale, ranking scale (CC4)	- Lecture - Discussion Reading: References: textbook Chapter 9 pp: 196-202
12	Research Case 2 Hypotheses formulation, and preparation of research design 1. Review and assess learning outcomes of lecture 7- 11	Research case 2
13	Measurement: Scaling, Reliability, Validity 1. Explain goodness of measures (CC4) 2. Discuss reliability and validity in research (CC4)	- Lecture - Discussion - Group research project – Rating scale Reading: References: textbook Chapter 9 pp: 202-207
14	Data Collection Methods 1. Discuss sources of data for research (CC1) 2. Distinguish between primary and secondary sources of data (CC1) 3. Explain data collection methods - Interviewing (CC1)	- Lecture - Discussion - Group research project – Sources of data Reading: References: textbook Chapter 10 pp: 219-228
15	Data Collection Methods 1. Explain data collection methods- Questionnaires (CC1) 2. Discuss other methods of data collection (CC1)	- Lecture - Discussion - Group research project – Methods of data collection Reading: References: textbook Chapter 10 pp: 236-243, 250-255

16	Research Case 3 Preparation of rating scale, and development of questionnaire 1. Review and assess learning outcomes of lecture 13- 15	Research case 3
17	Sampling 1. Discuss population element, population frame, sample, and subject (CK2) 2. Distinguish between probability and nonprobability sampling (CK3) 3. Explain different types of probability sampling (CK3)	- Lecture - Discussion - Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 265-276
18	Sampling 1. Explain different types of nonprobability sampling (CK3) 2. Discuss sampling in cross-cultural research (CK3)	- Lecture - Discussion - Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 276-286
19	Sampling 1. Determine the sample size (CCIT1) 2. Explain the issues of precision and confidence in determining sample size (CCIT1) 3. Discuss the sample data and hypothesis testing (CCIT1)	- Lecture - Discussion - Group research project – Sample size Reading: References: textbook Chapter 11 pp: 286-292
20	Research Case 4 Determination of sample size and sampling 1. Review and assess learning outcomes of lecture 17- 19	Research case 4
21	Data Analysis and Interpretation 1. Prepare data for analysis and interpretation (CCIT2) 2. Discuss the use of descriptive and inferential statistics in data analysis (CCIT2) 3. Analyze data for hypothesis testing (CCIT2) 4. Discuss the use of software packages for data analysis (CCIT1)	- Lecture - Discussion - Group research project – Plan for data analysis and interpretation Reading: References: textbook Chapter 12 pp: 301-308
22	The Research Report 1. Discuss the contents and characteristics of a research report (CC4) 2. Explain the integral parts of the report (CC4) 3. Prepare the executive summary of a report (CIP1)	- Lecture - Discussion - Group research project – Report contents Reading: References: textbook Chapter 13 pp: 341-351
23	The Research Report 1. Identify the components of research proposal (CC4) 2. Prepare the complete research proposal (CIP1)	- Lecture - Discussion - Group research project – Proposal development Reading: References: textbook Chapter 13 pp: 339-341
24	Research Case 5 Preparation of research layout 1. Review and assess learning outcomes of lecture 21- 23	Research case 5
25	Review and preparation for final research proposal	- Lecture - Discussion
26	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement

27	Complete Research Proposal Presentations – Small Groups	• Presentation • Feedback for improvement
28	Complete Research Proposal Presentations – Small Groups	• Presentation • Feedback for improvement
29	Research Seminar 1. Prepare topics for research seminar and allot to groups 2. Determine guidelines for research seminar	• Lecture • Discussion
30	Research Seminar- Paper Preparation by Groups	• Consultation
31	Research Seminar- Paper Preparation by Groups	• Consultation
32	Research Seminar- Paper Preparation by Groups	• Consultation
33	Research Seminar- Paper Preparation by Groups	• Consultation
34	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
35	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
36	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
37	Group Research Project – Preparation of Research 1. Instruments/Tools	• Consultation
38	Group Research Project – Pre-testing of Research Instruments/ Tools	• Field survey • Consultation
39	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
40	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
41	Group Research Project – Field Survey - Data Collection	• Experience sharing • Consultation
42	Group Research Project – Data Analysis and Interpretation	• Consultation
43	Group Research Project – Data Analysis and Interpretation	• Consultation
44	Group Research Project – Report Writing	• Consultation
45	Group Research Project – Report Writing	• Consultation
46	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
47	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
48	Group Research Project – Refinement of Research Report for Publication	• Consultation
49	Group Research Project – Refinement of Research Report for Publication	• Consultation
50	Review of Group Research Project Submission of Research Paper for Publication	• Experience sharing • Discussion

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Sekaran, Uma. (2003). *Research Methods for Business: A Skill Building Approach*. John Wiley & Sons, Inc. New York: USA

References

1. The World Bank, UNDP, IMF, ADB, NBC, and RGC published research reports.
2. Selected articles published in professional journals.

RESEARCH - FINANCE

FINC 661

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

The course intends to develop a research orientation among the students to acquaint them with fundamentals of research methods. It will expose the students to different types of methodologies used in various researches for critical analysis. Through designing research framework, collecting and analyzing data, students will build their skills for the in-company project work, writing and presenting reports, and writing research for dissertation. Further, with their skills and knowledge, students would be able to apply appropriate analysis methods to examine the impact of the data on business operations. Thus, in this course, students would gain hands-on different data collection methods, data analysis and report writing.

2. REASON FOR THE COURSE

The course aims to develop a range of skills among students in formulating research proposals including framing research questions, developing hypotheses, designing research framework, collecting and analyzing data, and reporting. Further, students will be able to understand and adhere to appropriate methodology for conducting research. Throughout the course, the focus is on core concepts underpinning all stages of the research process to conduct research professionally and produce a 'good quality' research output. Thus, the course is designed to prepare future professionals to employ appropriate research methods in conducting research for the success of their business ventures.

3. STUDY HOURS

Credits: 6

Lecture Hours and Group Presentation	Self-Study Hours			Total Study Hours
	Research Consultation Paper Presentation	Research Project Consultation and Paper Publication	Reading, Review and Research Assignments	
63	10.5	16.5	150	240

4. ROLE IN CURRICULUM



Prerequisites

To enroll in this course, students must have completed either:

- Advanced Financial Management FINC 601; or
- Private Equity and Portfolio Management FINC 651

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

The learning outcomes for this course cover three main areas: The research proposal development, preparation of a research paper for seminar presentation, and conduction of research to produce a research paper for publication. On successful completion of this course, students will be able to:

Knowledge	Level of Learning	Related PLO
Describe Types of Business Research (CK1) Describe the types of business research, process of research including broad problem areas and the purpose.	Understand	PK1
Describe Knowledge of Research and Managerial Effectiveness (CK2) Discuss the knowledge about research and managerial effectiveness including the population element, population frame, sample, and subject in research	Understand	PK1
Explain Type of Sampling (CK3) Explain different types of sampling in research.	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Apply Ethics in Business Research (CC1) Apply ethics in business research, use different processes of collecting preliminary data and extracting information for research.	Apply	PC1
Analyze Methods of Research (CC2) Analyze methods of research and obstacles to conducting scientific research in the management area. Also, analyze the conceptual and empirical literature in research.	Analyze	PC3 PC5
Analyze the Theoretical Framework (CC3) Analyze the theoretical framework in research and the process of developing hypotheses for a research including measurement of variables.	Analyze	PC3 PC5
Construct Elements of Research Design (CC4) Construct elements of a research design - type of investigation, unit of analysis, time horizon and rating scale. Develop the contents of a research report.	Create	PC3 PC5
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Determine the Representativeness of the Sample Size (CCIT1) Determine the representativeness of the sample size and issues of precision and confidence in its determination including use of software package for data analysis.	CCIT1	PCIT1
Interpret Data (CCIT2) Analyze and interpret data and test the hypothesis.	CCIT2	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Apply Ethical Norms (CIP1) Work in accordance with ethical norms and professionalism to conduct research, protect the confidentiality of the respondents, and produce the research proposal, research report including its executive summary.	Apply	CIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment	Skill Weighting for Grade
	Research presentation and Final paper	
Introduction		
Describe the broad problem areas and the purpose, including research questions (CK1)	100% (Class)	10%
Analyze theoretical framework (CC3)	100% (Class)	10%
Literature review		
Analyze the conceptual and empirical literature (CC2)	100% (Report)	20%
Research Methodology		
Construct Research Design (CC4)	100% (Class)	5%
Develop a Sample Design CK2)	100% (Class)	5%
Explain type of sampling (CK3)	100% (Class)	5%
Determine the Representativeness of the Sample Size (CCIT1)	100% (Class)	5%
Findings		
Interpret Data & prepare the report (CCIT2)	100% (Report)	20%
Conclusion and Limitations		
Apply Ethics in Business Research (CC1)	100% (Report)	10%
Apply Ethical Norms (CIP1)	100% (Report)	10%

Research Assignment

Work arrangement: Groups of one

Output format : APA Format Report

Language : English

Assignment : Students will develop a research proposal for conduction of the research and to prepare a research paper for publication. In addition, they are required to carry out group research to develop a paper for the presentation in a research seminar. To complete the research assignments successfully, students are required to consult their instructor.

The assignment involves the following steps:

1. Selecting a topic
2. Conducting a preliminary literature survey
3. Developing a research proposal
4. Conducting research
5. Producing a research paper for presentation and publication

TEACHING AND LEARNING

7. TEACHING METHODS

This course uses lectures, research cases, proposal development, seminar presentation and research report preparation. Students are assigned to read the textbook and research materials in order to support their learning and produce research papers. During class, approximately 50 percent of the class time is devoted to building up research skills through proposal writing and presentation including development of research papers for seminar presentation and publication. Students are encouraged to bring real life problems to discuss and conduct research for solutions.

8. STUDY PLAN

The course targets the 50 lessons in the study plan below. Each lesson is 1.5 class hours, for a total of 75 class hours, including conducting research, preparing research seminar papers for presentation, and submitting a research paper for publication. The study plan below describes each lesson's learning outcome and what the student should be able to do at the end of the lesson. Students should do readings before the start of each class. Implementation of this study plan may vary depending on students' progress and needs.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Introduction to Research 1. Explain the meaning of research (CK1) 2. Describe business research and types of business research (CK1) 3. Discuss the knowledge about research and managerial effectiveness (CK2) 4. Explain the necessity to adhere ethics in business research (CC1)	• Lecture • Discussion Reading: References: textbook Chapter 1 pp: 3-9, 17-18
2	Scientific Investigation 1. Explain the hallmarks of scientific research (CK1) 2. Discuss some obstacles to conducting scientific research in the management area (CC2) 3. Describe the hypothetico-deductive method and other types of research (CC2)	• Lecture • Group discussion Reading: References: textbook Chapter 2 pp: 22-26, 29-36
3	The Research Process: The Broad Problem Area, Preliminary Data Gathering 1. Explain the research process for applied and basic research (CK1) 2. Identify the broad problem area (CK1) 3. Determine the process of collecting preliminary data (CC1)	• Lecture • Discussion • Group research project – Problem selection Reading: References: textbook Chapter 4 pp: 55-61
4	The Research Process: Literature Review, Problem Definition 1. Explain the conceptual and empirical literature in research (CC2) 2. Determine the process of identifying relevant sources and extracting information for research (CC1) 3. Prepare a well-defined problem (CC2)	• Lecture • Discussion • Group research project – Problem definition Reading: References: textbook Chapter 4 pp: 63-70
5	The Research Process: Theoretical Framework 1. Discuss the need for a theoretical framework in research (CC3) 2. Explain the components of the theoretical framework with examples (CC3)	• Lecture • Group discussion Reading: References: textbook Chapter 5 pp: 86, 97-99
6	Research Case 1 Problem Statement: Setting Research Questions and Objectives 1. Review and assess learning outcomes of lecture 1- 5	• Research case 1
7	The Research Process: Hypothesis Development 1. Discuss the process of developing hypotheses for a research (CC3) 2. Prepare the statement of hypothesis (CC3)	• LectureDiscussion • Group research project – Statement of hypothesis Reading: References: textbook Chapter 5 pp: 103-105
8	The Research Process: Elements of Research Design 1. Prepare the research design (CC3) 2. Discuss the purpose of the study: Exploratory, descriptive, hypothesis testing, case study analysis (CK1)	• Lecture • Discussion • Group research project – Purpose of the study Reading: References: textbook Chapter 6 pp: 117-125

9	The Research Process: Elements of Research Design 1. Discuss the type of investigation: Causal versus Correlational (CC4) 2. Determine the Unit of analysis: Individuals, dyads, groups, organizations, cultures (CC4) 3. Classify time horizon: Cross-sectional versus longitudinal studies (CC4)	• Lecture • Discussion • Group research project – Research design Reading: References: textbook Chapter 6 pp: 126-135
10	Measurement of Variables: Operational Definition and Scales 1. Discuss how variables are measured (CC3) 2. Explain operational definition: Dimensions and elements (CC4) 3. Differentiate various scales: Ordinal scale, interval scale, and ratio scale (CC4)	• Lecture • Discussion Reading: References: textbook Chapter 8 pp: 174-192
11	Measurement: Scaling, Reliability, Validity 1. Discuss the rating scales- Dichotomous scale, ranking scale (CC4)	• Lecture • Discussion Reading: References: textbook Chapter 9 pp: 196-202
12	Research Case 2 Hypotheses formulation, and preparation of research design 1. Review and assess learning outcomes of lecture 7- 11	• Research case 2
13	Measurement: Scaling, Reliability, Validity 1. Explain goodness of measures (CC4) 2. Discuss reliability and validity in research (CC4)	• Lecture • Discussion • Group research project – Rating scale Reading: References: textbook Chapter 9 pp: 202-207
14	Data Collection Methods 1. Discuss sources of data for research (CC1) 2. Distinguish between primary and secondary sources of data (CC1) 3. Explain data collection methods- Interviewing (CC1)	• Lecture • Discussion • Group research project – Sources of data Reading: References: textbook Chapter 10 pp: 219-228
15	Data Collection Methods 1. Explain data collection methods- Questionnaires (CC1) 2. Discuss other methods of data collection (CC1)	• Lecture • Discussion • Group research project – Methods of data collection Reading: References: textbook Chapter 10 pp: 236-243, 250-255
16	Research Case 3 Preparation of rating scale, and development of questionnaire 1. Review and assess learning outcomes of lecture 13- 15	• Research case 3
17	Sampling 1. Discuss population element, population frame, sample, and subject (CK2) 2. Distinguish between probability and nonprobability sampling (CK3) 3. Explain different types of probability sampling (CK3)	• Lecture • Discussion • Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 265-276

18	Sampling 1. Explain different types of nonprobability sampling (CK3) 2. Discuss sampling in cross-cultural research (CK3)	- Lecture - Discussion - Group research project – Sampling frame Reading: References: textbook Chapter 11 pp: 276-286
19	Sampling 1. Determine the sample size (CCIT1) 2. Explain the issues of precision and confidence in determining sample size (CCIT1) 3. Discuss the sample data and hypothesis testing (CCIT1)	- Lecture - Discussion - Group research project – Sample size Reading: References: textbook Chapter 11 pp: 286-292
20	Research Case 4 1. Determination of sample size and sampling 2. Review and assess learning outcomes of lecture 17- 19	Research case 4
21	Data Analysis and Interpretation 1. Prepare data for analysis and interpretation (CCIT2) 2. Discuss the use of descriptive and inferential statistics in data analysis (CCIT2) 3. Analyze data for hypothesis testing (CCIT2) 4. Discuss the use of software packages for data analysis (CCIT1)	- Lecture - Discussion - Group research project – Plan for data analysis and interpretation Reading: References: textbook Chapter 12 pp: 301-308
22	The Research Report 1. Discuss the contents and characteristics of a research report (CC4) 2. Explain the integral parts of the report (CC4) 3. Prepare the executive summary of a report (CIP1)	- Lecture - Discussion - Group research project – Report contents Reading: References: textbook Chapter 13 pp: 341-351
23	The Research Report 1. Identify the components of research proposal (CC4) 2. Prepare the complete research proposal (CIP1)	- Lecture - Discussion - Group research project – Proposal development Reading: References: textbook Chapter 13 pp: 339-341
24	Research Case 5 Preparation of research layout 1. Review and assess learning outcomes of lecture 21- 23	Research case 5
25	Review and preparation for final research proposal	- Lecture - Discussion
26	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
27	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
28	Complete Research Proposal Presentations – Small Groups	- Presentation - Feedback for improvement
29	Research Seminar 1. Prepare topics for research seminar and allot to groups 2. Determine guidelines for research seminar	- Lecture - Discussion

30	Research Seminar- Paper Preparation by Groups	• Consultation
31	Research Seminar- Paper Preparation by Groups	• Consultation
32	Research Seminar- Paper Preparation by Groups	• Consultation
33	Research Seminar- Paper Preparation by Groups	• Consultation
34	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
35	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
36	Research Seminar 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
37	Group Research Project – Preparation of Research Instruments/Tools	• Consultation
38	Group Research Project – Pre-testing of Research Instruments/Tools	• Field survey • Consultation
39	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
40	Group Research Project – Finalization of Research Instruments/Tools	• Consultation
41	Group Research Project – Field Survey - Data Collection	• Experience sharing • Consultation
42	Group Research Project – Data Analysis and Interpretation	• Consultation
43	Group Research Project – Data Analysis and Interpretation	• Consultation
44	Group Research Project – Report Writing	• Consultation
45	Group Research Project – Report Writing	• Consultation
46	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
47	Group Research Project – Report Presentation 1. Student presentations in groups 2. Discuss the main outcomes of the research	• Group presentations • Discussion
48	Group Research Project – Refinement of Research Report for Publication	• Consultation
49	Group Research Project – Refinement of Research Report for Publication	• Consultation
50	Review of Group Research Project Submission of Research Paper for Publication	• Experience sharing • Discussion

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Sekaran, Uma. (2003). *Research Methods for Business: A Skill Building Approach*. John Wiley & Sons, Inc. New York: USA

References

1. Research reports published by the World Bank, UNDP, IMF, ADB, NBC, and RGC.
2. Selected articles published in professional journals

BUSINESS CONSULTING PROJECT

MGMT 662

COURSE SPECIFICATION

OVERVIEW

1. COURSE DESCRIPTION

The course enables students to experience the strategy consulting and innovation process, and apply consulting skills to diagnose strategic issues, design solutions and develop strategy recommendations by involving selected company executives. The course emphasizes teamwork, critical thinking, and strategic storytelling, preparing students for professional roles in business consulting and strategy development.

2. REASON FOR THE COURSE

The course addresses the increasing demand for professionals who can tackle complex business problems, develop actionable strategies, and communicate effectively with executive stakeholders. Students gain hands-on experience in consulting methodologies, enhancing their employability and capability to drive strategic change in organizations.

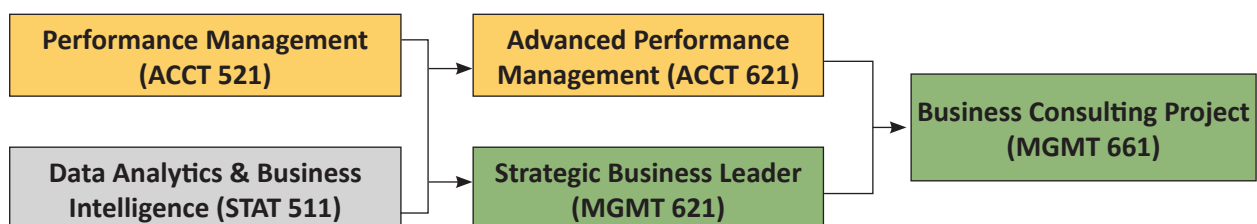
3. STUDY HOURS

Lecture Hours	Credits: 6 Self-Study Hours			Total Study Hours
	Reading	Consultation	Project	
45	30	30	270	375

1 credit for Project = 90 hours

1 credit for Class = 15 hours

4. ROLE IN CURRICULUM



Prerequisites

To enroll in this course, students are recommended to have successfully completed either:

- Advanced Performance Management ACCT 621; or
- Strategic Business Leader MGMT 621

SKILLS

5. COURSE LEARNING OUTCOMES (CLO)

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

Knowledge	Level of Learning	Related PLO
Define Strategic issues (CK1) Define strategic issues and innovation with a structured problem-solving approach	Understand	PK1
Cognitive Skills	Level of Learning	Related PLO
Conduct Analysis (CC1) Conduct relevant external and internal analysis through hypothesis development	Apply	All PCs
Design Solutions (CC2) Design solutions to address the client's strategic issues	Analyze	All PCs
Communication, Information Technology, and Numerical Skills	Level of Learning	Related PLO
Communicate Results (CCIT1) Communicate results and recommendations for strategic directions	CCIT1	PCIT1
Interpersonal Skills and Responsibilities	Level of Learning	Related PLO
Evaluate Personal Learning (CIP1) Evaluate their own personal learning and development whilst working on a consulting project	Apply	CIP1

6. ASSESSMENT AND GRADING

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

SKILL	Assessment			Skill Weighting for Grade
	Participation	Deliverables	Consulting Project	
Define Strategic issues (CK1)	50%	50%		10%
Conduct Analysis (CC1)	25%		100%	20%
Design Solutions (CC2)		100%		30%
Communicate Results (CCIT1)			100%	30%
Evaluate Personal Learning (CIP1)		50%		10%

TEACHING AND LEARNING

7. TEACHING METHODS

Teaching methods include interactive lectures, team-based discussions, bi-weekly deliverables, feedback sessions, and student presentations. Emphasis is placed on practical application and iterative refinement of consulting deliverables. During class, approximately 50 percent of the class time is devoted to building up consulting skills through discussion, presentation, and case studies.

Business Consulting Project

Project	: Team-Based
Output format	: Business Presentation and Reporting Format
Language	: English

Assignment : Students will engage in the strategy consulting process, applying structured problem-solving methodologies, strategic frameworks (e.g., PESTEL analysis, Porter's 5 Forces, SCQ framework), and innovation Tools. Through teamwork and individual contributions, students will Diagnose strategic issues, design actionable solutions, and develop compelling strategy recommendations. Deliverables will include McKinsey-style presentations, comprehensive analyses, and executive-level storyboards.

Submission of Report (MoEYS Requirement)

Project : Individual/Team-Based

Output format : Comprehensive report detailing project outcomes

Language : English

Assignment : As part of the Ministry of Education, Youth, and Sport (MoEYS) requirements for MSc completion, students will submit a comprehensive final report detailing their project outcomes. This report will include: a clear articulation of the identified problem or opportunity, an explanation of the methodologies and tools applied (e.g., SCQ framework, logic trees, hypothesis-driven problem-solving), data-driven strategic recommendations with supporting evidence, and detailed implementation plans, including timelines and resource allocation.

8. STUDY PLAN

The course targets the 30 lessons in the study plan below. Each lesson is 3 class hours each; there are a total of 45 class hours including discussion, presentation, and other class activities. 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.

	Lesson Learning Outcomes	Teaching and Learning Activities, Assessment
1	Understand consulting fundamentals, MBTI personality types, and team formation.	- Interactive lecture - MBTI exploration activity - Team formation discussions Assessment: <i>Team Page submission</i>
2	Explore innovation, ESG, AI, and develop industry profiles.	- Lecture on frameworks - Breakout sessions for Group discussions - Industry profile creation Assessment: <i>Industry Profile submission</i>
3	Analyze industries using PESTEL and Porter's 5 Forces frameworks.	- Lecture on PESTEL/Porter's 5 Forces - Group discussions - Application to industries Assessment: <i>Analysis results submission</i>
4	Build on macro-environment analysis with advanced facts and figures.	- Lecture on advanced analysis techniques - Team presentations on findings Assessment: <i>Macro-environment analysis.</i>
5	Learn hypothesis-based problem-solving methodology and McKinsey-style presentations.	- Lecture on structured problem-solving - Group discussions - Initial McKinsey-style slides. Assessment: <i>Draft slides submission</i>

6	Define problems or opportunities using SCQ (Situation-Complication-Question) framework.	- Lecture on SCQ - Group discussions - Presentations Assessment: SCQ pages and governing thoughts
7	Conduct root cause analysis using Issue and Hypothesis Trees.	- Lecture on root cause analysis - Group discussions - Presentations Assessment: Issue/Hypothesis Trees.
8	Explore strategic options and align them with organizational goals.	- Lecture on strategic options - Group discussions - Solution development Assessment: Refined Hypothesis Trees
9	Evaluate strategic options and prioritize solutions.	- Lecture on evaluation criteria - Group discussions - Presentations Assessment: Evaluation results and solution prioritization.
10	Develop actionable recommendations using Pyramid Principle techniques.	- Lecture on framing recommendations - Team presentations of recommendations - Refinement sessions Assessment: Draft solution pages submission.
11	Plan for implementation using MECE principles and resource allocation.	- Lecture on implementation planning - Group discussions - Presentations Assessment: Implementation plans
12	Reflect critically on the consulting process and refine recommendations.	- Lecture on critical reflection - Team evaluations of deliverables - Preparation for final presentations Assessment: Final storyboards
13	Finalize recommendations and ensure presentation alignment with client needs.	- Interactive refinement of solution slides - Team feedback sessions Assessment: Refined presentation slides and storyboards submission
14	Develop compelling storylines and prepare for final consulting presentations.	- Team presentations - Feedback sessions - Visual refinement Assessment: Finalized presentations for review.
15	Deliver professional consulting presentations with structured arguments and actionable feedback.	- Team final presentations - Q&A sessions for grading Assessment: Final presentations (graded) and recognition of exceptional contributions (bonus).

9. TEXTBOOKS AND REFERENCES

Textbooks

1. Handbook on Investing in Cambodia 2023 Edition (Council for the Development of Cambodia and Australia Government: Department of Foreign Affairs and Trade).
2. Cambodia Country Profile: June 2023 (Profitence).
3. Thompson, A. et al. (2017). Crafting & Executing Strategy: The Quest for Competitive Advantage, 21st edition, McGraw-Hill.

References

1. Relevant online resources and handouts provided during the course

ACADEMIC STAFF

Casey Barnett, MBA, FCCA, CFA

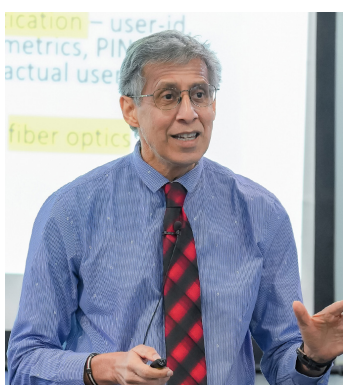
Professor of Accounting



Mr. Casey Barnett is the President of CamEd Business School as well as a professor. He is an expert in IFRS and has trained many professionals from the Big Four, the General Department of Taxation, and listed companies. Until 2021, Casey was a volunteer advisor to the National Accounting Council of the Ministry of Economy and Finance as well as a member of the Working Group on Accounting, Tax, and Securities Markets for Microenterprises and SMEs of the Ministry of Economy and Finance. Previously, he was a World Bank consultant in the area of public sector financial reporting. He is a CFA charterholder, a fellow member of the Association of Chartered Certified Accountants and holds an MBA from Columbia Business School.

Dr. Parmindar Singh

Professor of Business Strategy



Parmindar has a Doctorate from the University of Newcastle (Australia), an M.B.A. from University Malaya (UM) and a B.Sc (Hons) in Computer Science from the National University of Malaysia (UKM).

Parmindar has been teaching since 1987 and therefore has more than 30 years of experience. Through the years, he has taught in many courses such as ACCA, MBA, CIMA, ICSA, NCC, ABE and LCCI.

Of these courses, he has mainly focused on ACCA and has been teaching the ACCA since 1991. For the ACCA course, Parmindar currently teaches the Strategic Business Leadership (SBL) which was introduced in September 2018, replacing papers P1 (Corporate Governance, Risks and Ethics) and P3 (Business Analysis).

In addition to teaching, he has also conducted corporate training for Fuji-Xerox (IT), Petronas (Project Management) and Shell (Brunei) (Systems Analysis and Design), and Kredit Microfinance (Cambodia) (Corporate Governance and Strategy) and in-house training in risk management, internal controls and corporate governance for Brown Coffee (Cambodia's largest café). Moreover, he has also undertaken corporate training in Effective Report Writing for Exion Asia Private Ltd.

Parmindar was the first Malaysian to teach ACCA in Hong Kong (1995). He has also taught in Brunei, Singapore, and China (Shanghai University of Finance and Economics and Xi'An Jiaotong University).

His research areas are in strategic management, corporate governance, ethics, corporate social responsibility, and information systems.

Dr. Tapas Dash
Professor of Research



Dr. Tapas R. Dash is a research advisor and professor of economics at CamEd Business School in Phnom Penh, Cambodia. As an accomplished academic and international consultant to various organizations, he has had the privilege of commissioning more than 60 research and consulting projects funded by both international and national organizations, including the Royal Government of Cambodia. Prof. Dash is the recipient of the 2025 ACBSP (USA) Teaching Excellence Award (Region 10). He has supervised over a dozen scholars in their doctoral degrees and examined dissertations at the doctoral and post-doctoral levels. Some of his edited books are *Economy, Society, and Education: Learning from the COVID-19 Crisis* (Allied Publishers, 2025), *Cooperatives in the Global Economy* (Lexington Books – an imprint of The Rowman & Littlefield Publishing Group, Inc., USA, 2021), and *COVID-19: The Economy and Society* (Allied Publishers, 2021). Prof. Dash is the chief editor of CamEd Business School's biannually published journal, the *Journal of Accounting, Finance, Economics, and Social Sciences* (JAFESS). He participated in and presented papers at international conferences and seminars in the USA, France, South Korea, Singapore, India, Taiwan, Malaysia, Vietnam, Thailand, the Philippines, Mongolia, Timor-Leste and Cambodia. He played an important role as a member of the National Committee on Doctoral Degree Program, MoEYS, Royal Government of Cambodia, and as an ACC Assessor, contributing to the development and assessment of academic degree programs in Cambodia.

Dr. Prum Virak
Professor of Business Law



Dr. Virak Prum is a respected figure in the legal and business community and brings with him two decades of combined international academic studies and work experiences in the fields of law, business and international development. He has held various top academic positions and has advised a law firm, foreign governments, international organizations and a big corporation. He once led the legal department of possibly the largest corporation in the private sector in Cambodia at the time. Besides two law degrees and a PhD, he also holds a graduate certificate in Human Resources Management from Canada. As Chairman of the Board, he has obtained a Certificate and a Diploma in Company Direction from the Institute of Directors based in the UK. A frequent panelist and moderator at conferences, Dr. Virak speaks easily on most legal subjects, leadership, corporate strategy, and development economics. He is fluent in English, French, and Khmer, and can hold a conversation in Japanese.

Dr. Maria Isabelita C. Manzon-Cabrera, CPA, ACPA, MDE, EdD
Professor of Auditing and Accounting



Dr. Maria Isabelita is an Advisor to the Internal Quality Assurance and Internal Audit Department. She is also a Lecturer for Accounting and Audit & Assurance subjects in the ACCA, CAT and Bachelor in Accounting as well as in Masters in Accounting courses. She is also a member of the Board of Trustees of CamEd Business School wherein she serves in the Audit Committee, the Nominations Committee, and the Curriculum Committee.

She holds a Doctor of Education from Miriam College, a Master of Distance Education from the University of the Philippines Open University, is an ASEAN Chartered Professional Accountant and Philippine Certified Public Accountant with a degree of Bachelor of Science in Commerce major in Accounting which she achieved with the honors of magna cum laude and valedictorian. She has had the highest score in Accounting Theory in the Philippine Certified Public Accountant examinations.

She has worked with the leading audit firm in the Philippines Sycip, Gores, Velayo and Company (Ernst & Young). Her work experience covers 15 years of international multinational exposure in accounting, marketing, training, continuous education, administration and customer services both in supervisory and management capacity. Currently, she is an Audit Partner with a national audit firm in Cambodia.

Dr. Juliet Uy
Professor of Accounting and Management



Juliet Uy has proven masterful in concisely teaching the volume of management and business knowledge for the ACCA FBT exam. Her students earn high scores and award her high evaluations in return. Juliet was formerly an associate professor and the Dean of the College of Business and Accountancy of Negros Oriental State University. Well qualified, Dr. Juliet C. Uy holds a Doctor of Management, an MBA, a Master of Arts in Education major in Special Education, a Juris Doctor, and a Bachelor of Science in Commerce major in accounting. She was an Accreditor of the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP) and an associate member of the National Research Council of the Philippines.

H.E. Dr. Eng Ratana
Professor of Taxation



H.E. Dr. Eng Ratana teaches the Diploma in Cambodian Tax at CamEd Business School. He is the Director of the Large Taxpayer Department of the General Department of Taxation and is now a leading figure in tax in Cambodia. He is the adviser to the Supreme National Economic Council. He also has more than 37 years experience in tax administration and policies making. He holds an MBA from Charles Sturt University and a PhD from Build Bright University.

Dr. Hüseyin Güngör
Professor of Business Strategy



Dr. Hüseyin Güngör focuses on Strategy Consulting, Artificial Intelligence, Marketing and Customer Experience. His 20+ years international experience includes investment & retail banking at HSBC, marketing & sales management at Philips and top-tier strategy consulting at EY VODW and McKinsey. Dr. Güngör obtained his PhD from the University of Amsterdam, where he also lectures Strategy Consulting, Marketing and Artificial Intelligence Strategy.

Roy Goh, FCCA, CPA, MSc
Professor of Accounting



Mr. Roy Goh joins us from Singapore where he is a leading lecturer with London School of Business and Finance. He is an ACCA member, a Singapore Chartered Accountant (CA), and also holds a Master of Finance from the Royal Melbourne Institute of Technology. He is well known internationally, providing corporate training of trainers regionally. Before LSBF, Roy was with Kaplan University and was Subject Head for Management Accounting for Professional Qualification.

Oviyan Ilancheran, FCCA
Professor of Finance



Oviyan, with over 32 years of lecturing experience, has established himself as a distinguished expert in FM Financial Management and AFM Advanced Financial Management. He has played a pivotal role in numerous professional examinations and degree programs across reputable colleges in Malaysia, Cambodia, Vietnam, Brunei, and India.

Oviyan's lecturing style is renowned for being dynamic, organized, and exceptionally detailed, providing comprehensive explanations that resonate well with students. His approach to teaching is not only thorough but also engaging, often described as a stressbuster that enhances the learning experience. He excels at building students' understanding of finance topics from the ground up, making him a preferred choice for courses in AFM and FM. He also consistently produces world and country award-winning students. Five of his students received world award-winning for AFM.

Saminathan, MA, CPA
Professor of Finance



Mr. Sami is one of the most popular ACCA lecturers in Singapore with London School of Business and Finance and has had great success with his students winning national prizes, including 1st place for AFM in Singapore. Over his more than 15 years of ACCA lecturing, Sami has perfected his explanations and exam technique to make complex subjects understandable and exam questions workable. Before joining LSBF, Sami taught for Kaplan University in Singapore as well as the Financial Training Company (FTC).

Song Kosal, MA
Professor of Taxation



Mr. Song Kosal is the leading lecturer in the field of tax as well as a leading practitioner as the Tax Director for Ernst & Young. He has also worked as a Senior Tax Consultant at PwC, as a Supervisor of Tax and Corporate Services at KPMG, and as Deputy Head of Tax at Bun & Associates. Kosal holds a Master of Fiscal Policy from Nagoya University where he also completed doctoral studies.

Neou Remy, MSc, FCCA, CPA
Professor of Accounting



Mr. Remy Neou is the Chief Executive Officer and Managing Partner of Neou Audit and Advisory Co., Ltd. from 16 July 2025. Prior to his new role, he worked for PwC Cambodia for 21 years from 01 July 2004 to 15 July 2025, with his last position as Associate Partner, in both audit and advisory practices. He specializes in statutory audits, financial and commercial due diligence, mergers and acquisitions, IFRS/IFRS for SME gap conversion, and banking regulatory compliance.

In addition, he is serving as Vice President of the Kampuchea Institute of Certified Public Accountants and Auditors (KICPAA) and chairs its Technical Committee. He is also a member of the Technical Working Groups of both the Accounting and Auditing Regulator and the ASEAN Federation of Accountants, contributing to national and regional fronts, respectively. He conducted training sessions for a diverse group of staff ranging from associates to managers at PwC Cambodia, imparting essential skills (Fundamental-Advanced Audits and accounting standards of IFRS and IFRS for SMEs). He holds a Master of Science (MSc) in Professional Accountancy from the University of London (UK) and is a Fellow Chartered and Certified Accountants (FCCA-UK). He was among the first batch achieving a Certified Accounting Technician certificate (UK) in 2006.

Ronald Almera, CPA
Professor of Accounting



Mr. Ronald Almera is the CEO and Managing Partner of Grant Thornton (Cambodia) Ltd. He heads the firm's Assurance, Tax, Advisory and Outsourcing divisions. He holds a Bachelor of Science in Commerce – Major in Accounting degree from De La Salle University, Manila, Philippines. Ronald has over 25 years of audit and advisory experience. He joined Grant Thornton's Cambodia practice in May 2013 from Vietnam where he spent 7 years auditing multinational companies across multiple industries working for a Big 4 audit firm. Prior to Vietnam, Ronald worked in the Philippines. Ronald is a CPA in Cambodia, Philippines, Australia, and Vietnam. He recently obtained his ASEAN CPA designation.

Eng Tita, MA
Professor of Taxation



Mr. Eng Tita has an extensive career in the taxation sector, currently serving as the Director of Toul Kork Tax Branch, General Department of Taxation. Prior to this, he was the Director of Dangkor Tax Branch and held various auditing roles within the same department. Tita holds a Master's degree in the field of Finance in 2017. His diverse roles demonstrate his comprehensive ability to educate others in this field.

Sim Laysym,
Professor of Taxation



Mr. Laysym is an experienced tax adviser with a degree in management. He has over 10 years of work experience, including with KPMG and DFDL in Cambodia, where he was responsible for relations with the tax authorities. He has advised on tax planning for large property projects, on employee benefits, and has conducted tax due diligence on several major acquisitions in Cambodia. He has worked with a wide variety of clients, focusing particularly on the real estate, transportation industries and non-profit organization. Laysym heads VDB Loi Controversy Team, a successful group of senior tax advisers 100 percent dedicated to tax audits and disputes. He has a long and proven track record of successful defense of multinationals, banks and property developers.

Chhay Cheaheng, MBA

Professor of Taxation



Mr. Chhay Cheaheng is the Deputy Director of Large Taxpayer Department of the General Department of Taxation.

Mr. Chhay Cheaheng started his work as a tax officer with the Department of Taxation in 2000. Throughout the period of 24 years, he has continuously contributed his knowledge and skills in the development and reform of tax administration to a tax system which is modernized and well recognized by the public and private sector.

Mr. Chhay Cheaheng is also one of the key persons who significantly provides inputs and comments in solving the tax issues and concerns which are raised by private sectors. Without thinking of his tiredness, he has continuously involved with both public and private sectors to ensure the tax compliance is high and the target of tax revenue collection is reached. Besides working, he has also devoted his spare time to be a leading taxation lecturer at National Tax School and University. He holds an MF and BL from Royal University of Law and Economics.

Chhim Tepwinuth, CPA

Professor of Taxation



Mr. Winuth is an experienced tax adviser with more than 15 years of professional experience in Cambodia's taxes, audit, accounting, and finance through working with some of the largest auditing and advisory firms in Cambodia. He has a bachelor degree in Finance and Banking, completed ACCA-UK qualification in June 2012, and CFA Level 1 in June 2013. Winuth is currently a TP director at Ernst & Young (Cambodia) Ltd., having more than 7 years of local experience in Cambodian TP practices in assisting multinationals on TP documentation, TP planning and advisory, and tax controversy since Prakas 986 became effective in late 2017 in a number of industries, including transportation and logistics, oil and gas, manufacturing of garment, footwear, electronics, animal products, etc., hotels and restaurants, trading and distribution of automobiles, pharmaceuticals, candy, construction, insurance, telecom, education, banking and financial services, etc. He teaches TP and tax dispute resolutions courses as part of Advanced Cambodian Taxation at CamEd Business School. He has a long and proven track record of successful defense of his clients.

David Moew, CFA, FRM, MBA, MsFE, LLM**Professor of Accounting Ethics**

David Meow is a distinguished professional with over 30 years of experience in the fields of data science, financial modelling, accounting and finance, and capital markets law and regulations. Professionally, David has built an outstanding career spanning consulting, financial risk management, financial reporting, securities valuation, and corporate training.

He is a co-founder and director of FIRIX Consulting Plt and ViaCommerce Sdn Bhd , through which he provides consultancy and training services to major governmental regulatory bodies, financial institutions, and corporations across Southeast Asia. His clientele includes the Securities Commission of Malaysia , Bank, Negara Malaysia , Khazanah Nasional Berhad , KWSP , Maybank ,CIMB, CIMB, RHB, and several public listed companies.

He has served as a panel trainer for institutions such as the Malaysian Institute of Accountants (MIA), Asian Institute of Chartered Bankers (AICB), Ratings Agency of Malaysia (RAM), Malaysian Ratings Corporation (MARC), ACCA Malaysia, and CPA Australia. He has held leadership roles at CFA Malaysia. David delivers a wide range of training programs covering Financial Modeling, Valuation Methodologies, Financial Risk Management topics, Portfolio Management, Capital Markets Regulatory Compliance, Fraud and Securities Offences, and Financial Reporting. He has taught in Malaysia, Dubai, Singapore, Shanghai, Hong Kong, Jakarta, Ho Chi Minh, Hanoi, Phnom Penh, Brunei.

Fung Chee Kong, MSc, CA**Professor of Auditing**

Mr. Fung Chee Kong teaches Advanced Audit and Assurance (AAA) in the MSc + ACCA program. He holds a Master's degree from the London School of Economics and is a Chartered Accountant with the Institute of Singapore Chartered Accountants. He began his career at Arthur Andersen & Co, later lecturing at a Polytechnic and becoming Academic Head at a private institution. He spent 17 years training for PwC and Deloitte in Hong Kong. Since 2018, he has been a freelance lecturer at Nanyang Technological University and SIM Global Education, and he conducts ACCA and ICAEW courses in Vietnam and China.

Seng Tola, MBA
Professor of Business Law



His Excellency Seng Tola is currently Chief Executive Officer of National Sports Complex after working almost 20 years at the Ministry of Economy and Finance and after serving as Deputy Director General of Accounting and Auditing Regulator (ACAR) of Non-Bank Financial Service Authority for several years. He holds a Master Degree of Business Administration from National Institute of Business. He has successfully completed one year of pedagogical education for higher education. He is qualified in the Certified Accounting Technician (CAT) program. He used to be appointed by the Ministry of Economy and Finance as public accountant at National Social Security Funds for Civil Servants in 2013. At ACAR, he was also appointed to be a member of the Working Group of Accounting, Taxes, and Securities of the Ministry of Economy and Finance. He has teaching and practical experiences in accounting, finance, taxation and law compliance for more than 15 years. He is also a Senior Advisor to Royal Consulting Co., Ltd.

Na Peoupagnarith, LLM
Professor of Business Law



Mr. NA Peoupagnarith is a dedicated public official with a distinguished career in Cambodia's financial regulatory sector. Currently serving as the Director of the Department of Legal Affairs at the Non-Bank Financial Services Authority within the Securities and Exchange Regulator of Cambodia (SERC), Ministry of Economy and Finance, he brings nearly a decade of specialized experience to his role. Mr. NA first joined the Ministry in 2015 and has steadily advanced through the ranks, holding key positions including Deputy Director and Head of Office, before his appointment to his current directorship in March 2022. His expertise is firmly grounded in a strong legal education, holding Bachelor's Degrees in Law from both the Royal University of Law and Economics in Cambodia and Lyon 3 University in France. His professional excellence has been formally recognized with a Silver Rank Medal of Labor from the Ministry of Economy and Finance. Fluent in English and with working proficiency in French, Mr. Narith is a skilled legal professional committed to upholding the integrity and regulatory framework of Cambodia's non-bank financial services.

RESOURCES

The Master of Science in Accounting and Finance will utilize and benefit from the resources of CamEd Institute, which include the resources of the Learning Support Center, Career Services and Student Advising, CamEd teaching and learning facilities, and the CamEd Business Library.

Learning Support Center

Learning Support Center or LSC is one of the support service departments of the school that provides support to the faculty members and students and also works closely with other support service departments. The main duties of the LSC are to ensure that quality support is provided to both faculty members and students in order to enhance the quality of their teaching and learning and also to harmonize their teaching and learning experience. There is a team of 18 full-time LSC support staff.

The key support services provided by the LSC include scheduling classes, reviewing the alignment between the course specification and the materials, getting the classroom and teaching equipment ready before class, invigilating the students' tests and examinations, marking the students' work and maintaining and retaining the students' grades in the academic system, and ensuring the academic integrity honoring the CamEd Student Honor Code.

Taking part in ensuring the teaching quality, the LSC also conducts the 'faculty evaluation' twice every academic term to report to the management and the faculty.

Career Services and Student Advising

To provide CamEd students with comprehensive career services and transformative experiences by providing academic advising, counseling and business consultations; by delivering high quality career and job search programs, resources and events for transitioning to professional life; by developing a supportive network of CamEd faculty, staff, alumni and employers; and by facilitating career placements and internships.

Computer Laboratory and Digital Services

There is a modern computer laboratory as well as laptop and desktop computers available for student use. In total, there are more than 400 computers available. Moreover, there is high speed internet access throughout the CamEd Institute facilities. Students also have access to an online Google Apps for Education account to facilitate learning. Students and computers are provided a range of relevant software ranging from testing software to Quickbooks accounting software to SPSS statistical software.

CamEd Teaching and Learning Facilities

Our institute has available to support students approximately 20 classrooms and lecture halls, 4 business lab rooms, a computer laboratory and 2 extensive reading rooms. We provide a large discussion room and social spaces. Students are also provided with religious spaces for prayer and contemplation, as well as an onsite medical clinic. All of the facilities are located in the center of Phnom Penh's financial district, near Wat Phnom.

CamEd Business Library

The CamEd Business Library provides a circulation service of a selection of over 10,000 physical books and journals and an electronic collection with access to over 100,000 titles. For the circulation service, students can borrow titles for up to 60 days. The library is open 7 days a week from 7:30 a.m.- 9:00 p.m.

The library also provides a reference service and library instruction, to assist students in their research. Moreover, the library provided learning services including a language lab and classroom videos and a variety of e-learning platforms.



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

រាជរដ្ឋាភិបាលកម្ពុជា

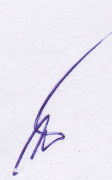
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អនុក្រឹត្យ
ស្តីពី

ការទទួលស្គាល់ វិទ្យាស្ថានខេមអេដ

រាជរដ្ឋាភិបាលកម្ពុជា

- បានឃើញរដ្ឋធម្មនុញ្ញ នៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រឹត្យលេខ នស/រកត/០៩០៨/១០៥៥ ចុះថ្ងៃទី ២៥ ខែ កញ្ញា ឆ្នាំ ២០០៨ ស្តីពី ការតែងតាំងរាជរដ្ឋាភិបាល នៃព្រះរាជាណាចក្រកម្ពុជា
- បានឃើញព្រះរាជក្រមលេខ ០២/នស/៩៤ ចុះថ្ងៃទី ២០ ខែ កក្កដា ឆ្នាំ ១៩៩៤ ដែលប្រកាស ឲ្យប្រើច្បាប់ ស្តីពីការរៀបចំ និងការប្រព្រឹត្តទៅនៃគណៈរដ្ឋមន្ត្រី
- បានឃើញព្រះរាជក្រមលេខ នស/រកម/០១៩៦/០១ ចុះថ្ងៃទី ២៤ ខែ មករា ឆ្នាំ ១៩៩៦ ដែលប្រកាសឲ្យប្រើច្បាប់ ស្តីពីការបង្កើតក្រសួងអប់រំ យុវជន និងកីឡា
- បានឃើញព្រះរាជក្រមលេខ នស/រកម/១២០៧/០៣២ ចុះថ្ងៃទី ០៨ ខែ ធ្នូ ឆ្នាំ ២០០៧ ដែលប្រកាស ឲ្យប្រើច្បាប់ ស្តីពីការអប់រំ
- បានឃើញព្រះរាជក្រឹត្យលេខ នស/រកត/០៣០៣/១២៩ ចុះថ្ងៃទី ៣១ មីនា ឆ្នាំ ២០០៣ ស្តីពី ការទទួលស្គាល់គុណភាពអប់រំឧត្តមសិក្សា
- បានឃើញអនុក្រឹត្យលេខ ៨៤ អនក្រ.បក. ចុះថ្ងៃទី ០៩ ខែ មិថុនា ឆ្នាំ ២០០៩ ស្តីពី ការរៀបចំ និងការប្រព្រឹត្តទៅ របស់ក្រសួងអប់រំ យុវជន និងកីឡា
- បានឃើញអនុក្រឹត្យលេខ ៥៤ អនក្រ.បក ចុះថ្ងៃទី ១៣ ខែ មិថុនា ឆ្នាំ ២០០៦ ស្តីពី លក្ខណវិនិច្ឆ័យ នៃការបង្កើតសាកលវិទ្យាល័យ
- តាមសំណើរបស់រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា



ស ម្រេ ង

មាត្រា ១ .-

ទទួលស្គាល់ការបង្កើតគ្រឹះស្ថានឧត្តមសិក្សាឯកជនមួយ ដែលមានឈ្មោះថា វិទ្យាស្ថានខេមអេដ CAMED INSTITUTE សរសេរកាត់ជាភាសាខ្មែរ វ.ខ.អ និងសរសេរកាត់ជាភាសាអង់គ្លេស C.E.I ។

មាត្រា ២.-

វ.ខ.អ មានទីតាំងស្ថិតនៅផ្ទះលេខ៦២ ផ្លូវលេខ១០៨ សង្កាត់វត្តភ្នំ ខណ្ឌដូនពេញ រាជធានីភ្នំពេញ។ វិទ្យាស្ថាននេះ ស្ថិតនៅក្រោមឱវាទរបស់ក្រសួងអប់រំ យុវជន និងកីឡា។

មាត្រា ៣ .-

វ.ខ.អ ធ្វើការបណ្តុះបណ្តាលកម្រិតបរិញ្ញាបត្រ លើមហាវិទ្យាល័យពាណិជ្ជសាស្ត្រ ដែល ចែកចេញជាបី ដេប៉ាតឺម៉ង់ គឺ ដេប៉ាតឺម៉ង់គណនេយ្យ ដេប៉ាតឺម៉ង់ហិរញ្ញវត្ថុ និង ដេប៉ាតឺម៉ង់គ្រប់គ្រង។ វ.ខ.អ ត្រូវរៀបចំ កម្មវិធីសិក្សាលម្អិតតាមមុខជំនាញ ដើម្បីសុំការឯកភាពពីក្រសួង អប់រំ យុវជន និងកីឡា មុននឹងចាប់ដំណើរ ការបណ្តុះបណ្តាល។

ទៅអនាគតវិទ្យាស្ថាននេះអាចបើកសាខាមហាវិទ្យាល័យថ្មី មុខជំនាញថ្មី កម្រិត ឬថ្នាក់ថ្មី ប្រភេទ បណ្តុះបណ្តាលថ្មី ឬឈ្មោះថ្មី ឬទីតាំងថ្មី ដោយរៀបចំសំណុំបែបបទសុំការអនុញ្ញាតពីក្រសួងអប់រំ យុវជន និងកីឡា។

មាត្រា ៤.-

វ.ខ.អ ត្រូវមានក្រុមប្រឹក្សាភិបាលមួយ ដើម្បីពិនិត្យ និងសម្រេចលើគោលនយោបាយ ផែនការ អភិវឌ្ឍកម្មវិធីសិក្សា និងការងារបច្ចេកទេសពាក់ព័ន្ធដទៃទៀត។ ក្រុមប្រឹក្សាភិបាល ត្រូវមានការទទួលស្គាល់ ដោយក្រសួងអប់រំ យុវជន និងកីឡា។

មាត្រា ៥.-

នាយក វ.ខ.អ មានភារកិច្ច៖

- ទទួលខុសត្រូវចំពោះមុខច្បាប់ក្នុងការគ្រប់គ្រងវ.ខ.អ និងធានាឲ្យមានសុវត្ថិភាព និងសណ្តាប់ធ្នាប់ សង្គម
- ទទួលខុសត្រូវក្នុងការជ្រើសរើសនិស្សិតឲ្យចូលរៀន និងទទួលនិស្សិតឲ្យសិក្សាបន្ត តាមកម្មវិធីសិក្សា របស់វ.ខ.អ ស្របតាមគោលការណ៍ណែនាំរបស់ក្រសួងអប់រំ យុវជន និងកីឡា
- អនុវត្តតាមបទដ្ឋានរបស់ក្រសួងអប់រំ យុវជន និងកីឡា ដែលកំណត់លើសកម្មភាពនៃការធានា គុណភាពអប់រំ

- រៀបចំតួនាទី ភារកិច្ច និងរចនាសម្ព័ន្ធគ្រប់គ្រងវិទ្យាស្ថាន និងវិធានផ្ទៃក្នុងសម្រាប់ការគ្រប់គ្រងការសិក្សាឲ្យបានច្បាស់លាស់ ស្របតាមគោលការណ៍ណែនាំរបស់ក្រសួង អប់រំ យុវជន និងកីឡា
- ធ្វើរបាយការណ៍ប្រចាំឆ្នាំ មកនាយកដ្ឋានឧត្តមសិក្សានៃក្រសួងអប់រំ យុវជន និងកីឡា តាមការកំណត់។

មាត្រា ៦.-

និស្សិតដែលបានរៀនចប់កម្មវិធីសិក្សា និងទទួលបានជោគជ័យ ក្នុងការប្រឡងបញ្ចប់ ការសិក្សាត្រូវទទួលសញ្ញាបត្រតាមមុខជំនាញដែលបានសិក្សា។ សញ្ញាបត្រនេះ ត្រូវផ្តល់ឲ្យដោយ វ.ខ.អ ហើយត្រូវបានទទួលស្គាល់ពីក្រសួងអប់រំ យុវជន និងកីឡា ក្នុងករណី វ.ខ.អ បំពេញ និងអនុវត្តបានតាមគោលការណ៍និងបទដ្ឋាន របស់ក្រសួងអប់រំ យុវជន និងកីឡា។

មាត្រា ៧.-

រដ្ឋមន្ត្រីទទួលបន្ទុកទីស្តីការគណៈរដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា រដ្ឋមន្ត្រីរដ្ឋលេខាធិការគ្រប់គ្រងស្ថាប័នពាក់ព័ន្ធ និងក្រុមប្រឹក្សាភិបាល រួមទាំងនាយក វ.ខ.អ ត្រូវទទួលបន្ទុកអនុវត្តអនុក្រឹត្យនេះ ចាប់ពីថ្ងៃចុះហត្ថលេខានេះតទៅ។

រាជធានីភ្នំពេញ ថ្ងៃទី២៣ ខែកក្កដា ឆ្នាំ២០១០



សម្តេចអគ្គមហាសេនាបតីតេជោ ហ៊ុន សែន

កន្លែងទទួល

- ក្រសួងព្រះបរមរាជវាំង
- អគ្គលេខាធិការដ្ឋានក្រុមប្រឹក្សាធម្មនុញ្ញ
- អគ្គលេខាធិការដ្ឋានព្រឹទ្ធសភា
- អគ្គលេខាធិការដ្ឋានរដ្ឋសភា
- អគ្គលេខាធិការរាជរដ្ឋាភិបាល
- ឧទ្ធកាល័យសម្តេចនាយករដ្ឋមន្ត្រី
- ឧទ្ធកាល័យឯកឧត្តម លោកជំទាវឧបនាយករដ្ឋមន្ត្រី
- ដូចមាត្រា ៧
- រាជកិច្ច
- ឯកសារ-កាលប្បវត្តិ





ASEAN UNIVERSITY NETWORK PRESENTS THIS CERTIFICATE TO

**Bachelor of Accounting and Finance
of
CamEd Institute**

**FOR SUCCESSFULLY COMPLETING THE
AUN-QA PROGRAMME ASSESSMENT**

ASEAN UNIVERSITY NETWORK certifies that
Bachelor of Accounting and Finance of CamEd Institute
has been assessed and found to be in accordance with the requirement of
the standard details of the
ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE STANDARD

Original Approval Date: **22 September 2024**
Subject to the continued satisfactory operations
of the programme's Management system,
this certificate is valid until: **21 September 2029**
The provision of further clarification regarding the scope
of this certificate, validity, and applicability may be
obtained by consulting: aunqa.sec@aunsec.org

Certificate Number
AP1263CAMEDAUG2024



Choltis Dhirathiti, Ph.D.
Executive Director
ASEAN University Network



Prof. Dr. Supachai Pathumnakul
Chairman
ASEAN University Network Board of Trustees



**ASEAN
University
Network**

Room 210, Jamjuree 1 Building,
Chulalongkorn University,
Phayathai Road, Bangkok 10330, Thailand
Tel: (662) 2153640 / 2153642 / 2183256 / 2183258
Fax: (662) 2168808
Email: secretariat@aun-sec.org

Ref. No. 1927/2024

9 December 2024

**Subject: Submission of the AUN-QA Certificates of the 429th AUN-QA Programme
Assessment at CamEd Institute**

Dear **Mr. Casey Barnett, CFA, FCCA, MBA,**

On behalf of the ASEAN University Network (AUN), we would like to convey our gratitude to CamEd Institute for supporting AUN-QA through the contributions of key resource persons and staff in various AUN-QA activities, including training, assessments, and meetings.

We are pleased to inform you that the following programme from CAMED had successfully undergone the AUN-QA Assessment at Programme level, with the on-site visits conducted from 20 - 22 August 2024.

- **Bachelor of Accounting and Finance**

We take this opportunity to congratulate CAMED for achieving the requirements of the AUN-QA standards and completing the programme assessment. We have the pleasure of enclosing herewith the certificates of the 429th AUN-QA Programme Assessment signed by the Chairman of the AUN Board of Trustees and the AUN Executive Director.

We look forward to a continuing and fruitful collaboration with you and CAMED.

Yours sincerely,



Choltis Dhirathiti, Ph.D.
Executive Director
ASEAN University Network

Mr. Casey Barnett, CFA, FCCA, MBA
President
CamEd Institute, 64 street 108 Phnom Penh, Cambodia

Cc.../

ACCA

approved learning partner.

This is to certify that

CamEd

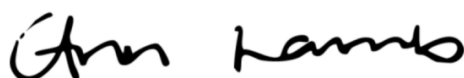
has received the award of

Platinum

approval under the Approved Learning Partner
programme in recognition of the quality of learning
provision and support for ACCA students.

Mode of delivery: Face to Face

Approval valid until: 31 March 2027



Ann Lamb

ACCA Director – Professional Qualifications

ACCA (THE ASSOCIATION OF CHARTERED CERTIFIED ACCOUNTANTS)

This certificate remains the property of ACCA and must not in any circumstances be
copied, altered or otherwise defaced. ACCA retains the right to demand the return of this
certificate at any time and without giving reason.

THINK AHEAD

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Certificate of Participation

Presented to

CAMED BUSINESS SCHOOL

for participation of its Bachelor of Accounting and Finance (Honours) program in the
CFA Institute University Affiliation Program

25 February 2019



Paul Smith, CFA
President and CEO
CFA Institute

University Affiliation
Program  CFA Institute®



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Proudly Recognizes

CamEd Business School

Phnom Penh, Cambodia

*and certifies that the requirements have been met for accreditation by the
Accreditation Council for Business Schools and Programs
attested to by the Baccalaureate/ Graduate Degree Board of Commissioners
on this 23rd day of January, 2023.*



Chair, ACBSP Board of Directors

Chair, Baccalaureate/ Graduate Degree Board of Commissioners



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QS has, through rigorous and independent data collection and analysis of performance metrics as set out in the QS Stars™ methodology, rated CamEd Business School as a 4 Stars institution.

★★★★★
TEACHING

★★★★★
ACCOUNTING AND FINANCE

★★★★★
EMPLOYABILITY

★★★★★
SOCIAL RESPONSIBILITY

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INTERNATIONALISATION

★★★★★
INCLUSIVENESS

★★★★★
ACADEMIC DEVELOPMENT

★★★★★
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The QS Stars™ rating system is operated by the QS Intelligence Unit, the independent compiler of the QS World University Rankings® since 2004. The system evaluates universities across a wide range of important performance indicators as set against pre-established international standards. By covering a broader range of criteria than any world ranking exercise, QS Stars™ shines a light on both the excellence and the diversity of the rated institution.



Leigh Kamolins, Head of Evaluation



CERTIFICATE OF REGISTRATION

Certificate No. 704510

The Quality Management Systems of

CAMED BUSINESS SCHOOL

64 Street 108, Phnom Penh, Cambodia

has been audited and found to conform to

ISO 9001:2015

for the following activities

Provision of Accounting and Finance Training Programs

Date of Issue: 25 June 2025	Date of Expiry: 16 June 2028	Initial Certification: 18 June 2019
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