



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Level 7 Diploma in Accounting and Finance

Specification (For Centres)

November 2018

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

## Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

## Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

## Contents

Contents .....	3
1 Introduction .....	4
1.1 Why Choose QUALIFI Qualifications? .....	4
1.2 Employer Support for the Qualification Development.....	5
1.3 Qualification Title and Code .....	5
1.4 Awarding Organisation .....	5
2 Programme Purpose .....	5
2.1 Reasons for the Qualification .....	5
2.2 Rationale for the Diploma .....	6
2.3 Learning Outcomes of the Diploma.....	6
3. Delivering the Qualification.....	7
3.1 Quality Assurance Arrangements.....	7
3.2 Access to Study.....	7
3.3 Entry Criteria.....	8
4 Structure of the Qualification .....	8
4.1 Units, Credits and Total Qualification Time (TQT) .....	8
4.2 Qualification Structure .....	9
4.3 Progression and Links to other QUALIFI Programmes .....	10
4.4 University Exemptions.....	10
4.5 Recognition of Prior Learning.....	10
5 Guidance to Teaching and Learning .....	11
6 Learner Support.....	11
6.1 Data Protection.....	11
7. Assessment.....	12
8. Course Regulations.....	13
8.1 Course Requirements .....	13
8.2 Classification of Awards.....	13
8.3. Learner Voice.....	13
8.4 Complaints.....	13
9 Equality and Diversity .....	13
10. Further Professional Development and Training .....	15
Appendix 1: Unit Descriptors.....	16
Unit AF701: Strategic and Global Finance .....	16
Unit AF702: Strategic Financial Management.....	19
Unit AF703: Strategic Auditing .....	22
Unit AF704: Ethical Behaviour and Corporate Governance .....	25
Unit AF705: Corporate Reporting.....	28
Unit AF706: Financial Analyst .....	31

# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## **1.2 Employer Support for the Qualification Development**

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

## **1.3 Qualification Title and Code**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualifications is as follows:

Qualifi Level 7 Diploma in Accounting and Finance: 603/0723/7

## **1.4 Awarding Organisation**

QUALIFI LTD

# **2 Programme Purpose**

## **2.1 Reasons for the Qualification**

The QUALIFI Diploma in Accounting and Finance is designed to meet the needs of senior/middle managers and accountants in the running of their businesses, and to facilitate their progression to higher levels within their organisation.

Managers need to be aware of issues, able to analyse their potential outcomes and consequences, and decide how to react. They do not have to be expert in all areas of business, but they need to possess a general awareness of what specialist facilities and services exist, and how they can assist in carrying out that role. The programme includes contemporary topics with cutting- edge content, reflecting key issues within the 21st-century business environment as well as the latest developments in management research.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our University partners for a related master's degree.

## 2.2 Rationale for the Diploma

The Level 7 qualification in Accounting and Finance is designed to develop the knowledge, understanding and skills learners require to deal with the complexities of accounting and finance operations at the strategic level of the organisation and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Accounting and Finance aims to give learners the opportunity to:

- Apply theoretical understanding of accounting theories and concepts to complex and current business issues with a view to improving business practice.
- Critically reflect on analytical skills and thereby allow learners to prepare for senior roles within their organisation.
- Develop a lifelong learning attitude to education and training.
- Gain a critical insight into contemporary research and leading-edge practice within the field of finance.
- Develop considerable autonomy in their learning and enhance their ability to plan and implement investment projects and portfolio management.
- Generate originality and enterprise in approaching global financial issues.
- Demonstrate self-direction, initiative and autonomy in research and scholarship towards a new contribution to knowledge in a chosen field of finance.

## 2.3 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of accounting and finance in a business environment
2. Review and apply the principles of accounting and finance within industry
3. To understand and apply the principles of accounting and finance in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between theories and their practical application in the business world
5. Analyse problem-solving techniques specific to business and industry
6. Select, collate, review and analyse information from a wide range of sources
7. Work independently and as part of a team
8. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## 3. Delivering the Qualification

### 3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

### 3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### 3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following :

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme. This would typically be a minimum of five years in an accounting and finance role.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

## 4 Structure of the Qualification

### 4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Accounting and Finance is a Level 7 qualification made up of 120 credits.

All units are 20 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. 120 credits equate to 1200 hours of TQT.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures,



tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

The overall structure of the qualification is based on six units that cover a number of topics relating to learning outcomes. All six units are mandatory. Each unit has the equivalency of 20 credits.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Units require reflective exam sets and/or summative assessments for marking.

## QUALIFI Level 7 Diploma in Accounting and Finance

The Level 7 Diploma focuses on developing understanding, skills and abilities to equip the learner with the awareness and aptitudes to be an effective accounting and finance manager.

Learners must complete the six mandatory units.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
AF701	Strategy and Global Finance	7	200	20	80
AF702	Strategic Financial Management	7	200	20	80
AF703	Strategic Auditing	7	200	20	80

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
AF704	Ethical Behaviour and Corporate Governance	7	200	20	80
AF705	Corporate Reporting	7	200	20	80
AF706	Financial Analyst	7	200	20	80

### 4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Accounting and Finance** can progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

### 4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

### 4.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## 5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- Career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- Weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

### **8.2 Classification of Awards**

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability,

gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## 10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### Unit AF701: Strategic and Global Finance

Unit code: T/615/3312

RQF level: 7

#### Aim

The aim of this unit is to ensure that the learner can exercise techniques and decide on decisions that add value in terms of corporate finance based on sound theoretical concepts. In addition, the unit helps the learner to present and interpret financial information in a recognised format and to work independently to solve the problems arising within the specified time given. It also endures that the learning can be applied to the practical context.

#### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Identify the concept of globalisation and evaluate the investment process involved in relation to globalisation	1.1: Define the concept of globalisation
	1.2: Identify the affiliation between the concept of globalisation and investment process
	1.3: Evaluate on the advantages of investment proves with globalization
2: Evaluate the impact of global business environment on the national and multinational organisations	2.1: Identify the global business environment factors
	2.2: Evaluate the impact of the identified factors on national and multinational organisations
3: Evaluate and recommend strategies which will result in the enhancement of the value on an organisation	3.1: Identify the current value statement of the organisation
	3.2: Identify how the organisation resulted in achieving the values
	3.3: Evaluate and recommend strategies which enhance the value of the organisation
4: Be able to evaluate the financial consequences of strategic decisions and presentation of report to the management	4.1: Identify the strategic decision in an organisation
	4.2: Explain and evaluate the financial consequences of the strategic decision made



5: Identify appropriate sources of finance and evaluate the risk involved and the cost of in managing the global risk	5.1: Identify the sources of finance available
	5.2: Identify and evaluate the risk involved on the identified sources of finance
	5.3: Identify the cost involved in managing the global risk
6: Identify and explain suitable techniques to manage global risk	6.1: Identify the risk mitigation techniques
	6.2: Identify the global risks
	6.3: Explain the suitability of techniques identified to manage the global risk of the organisation
7: Critical assess potential investment decisions available and the strategies applied in the global environment	7.1: Identify the potential investment decisions and strategies available
	7.2: Critical assess the impact of decisions and strategies on the global environment

### **Delivery and Assessment**

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

### **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

### **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation of the concept of globalization and investment process.
- Presentation on the evaluative impact on global business environment.
- Presentation on the national and multinational organizations and its impacts.
- Presenting strategies to enhance the value of the organization.
- Presentation on the financial consequences of strategic decisions.
- Presentation on the appropriate source of finance and the cost involved in managing the global risk.
- Presenting the suitable risk management techniques.
- Presentation on the information as to how the global risk can be managed.
- Presenting potential investment decisions and strategies on global environment.
- Review of unit and programme of assignments.

### **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

#### **Textbooks**

- Margaret, W., International Risk Management, 2008
- Larry, J.K., Business Valuations, 1997

#### **Journals**

- Journal of Business Strategy
- Journal of Financial and Quantitative Analysis

#### **Websites**

- <http://managementhelp.org/>
- <http://www.forbes.com>
- <http://www.fmsinc.org/>
- <http://www.accountingcoach.com/>
- <https://ideas.repec.org/a/scm/ausvfe/v10y2010ispecialp180-188.html>

## Unit AF702: Strategic Financial Management

Unit code: L/615/3316

RQF level: 7

### Aim

The aim of this unit is to develop learner ability to exercise the techniques and to make value added decisions in terms of corporate strategy and finance based on sound theoretical concepts. Further it enhances the contribution to the formulation of business strategy, creation of comprehensive business development plans, bringing together their specialist accounting and finance skills as well as the strategic management learning of the unit.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Understand and critically appraise the significance of strategic management and decision making to the performance of the organisation and apply and critique the various forms of internal and external business and strategic analysis and formulation	1.1: Identify a range of business resources to meet organisational objectives
	1.2: Identify and apply relevant academic theories to understand the various internal and external factors of an organisation
2: Understand and evaluate the key financial theories relevant to financial decision making and critical application of strategic implementation techniques inclusive of balance scorecard and portfolio management tools.	2.1: Identify and evaluate key financial theories
	2.2: Apply theories identified on financial decision making
	2.3: Identify and apply strategic implementation techniques using balance scorecard and portfolio management tools
3: Evaluate the role of culture on strategy, including managing change and be able to analyse the effects	3.1: identify the role of culture on strategy
	3.2: Identify the role of change management
	3.3: identify the role of change management
4: Evaluate and apply stakeholder analysis.	4.1: Understand the significance of stakeholder analysis
	4.2: Understand the application of the analysis on a chosen organisation
	4.3: Identify business expansion methods and its impact on stakeholders
	4.4: Identify the ability to compute the return and risk
5: Critically evaluate corporate and business valuation techniques	5.1: Identify the concept of corporate and business valuation techniques
6: Evaluate performance measurement systems	6.1: Identify performance measurement systems

for an organisation and application of problem solving and financial analysis techniques to strategic business problems.	6.2: Identify financial analysis techniques
	6.3: Assess the application of systems and techniques identified on solving business problems

### **Delivery and Assessment**

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

### **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

### **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation on resourcing decisions and the impact they have both internally and externally on organisational performance and effectiveness.
- Practical work, research and discussion on resourcing decisions and the impact they have both internally and externally on organisational performance and effectiveness.
- Presentation on sources of finance and investment appraisal.
- Practical work, research and discussion on sources of finance and investment appraisal.
- Presentation on risk management.
- Practical work, research and discussion on risk management.
- Presentation on cost concepts and management decision making.
- Practical work, research, exercises and discussion on cost concepts and management decision making corporate accounting.
- Practical work, research, exercises and discussion on financial management techniques applied to intangible items and efficient use of all resources.
- Presentation on interpreting financial statements and strategic planning and decision making.
- Practical work, research, exercises and discussion on interpreting financial statements and strategic planning and decision making.
- Review of unit and programme of assignments.
-

## **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

### **Textbooks**

- Charles, W.L.H., Gareth, R.J., Strategic Management Theory, 9th Ed, 2009
- Ross, G., Valuation and Investment Appraisal, 2002

### **Journals**

- Journal of Risk and Financial Management
- Strategic Management Journal

### **Websites**

- <http://finance.mapsofworld.com/strategic-management/model.html>
- <http://www.accaglobal.com/lk/en/student/exam-support-resources/professional-exams-study-resources/p4/technical-articles/economic-value-added.html>

## Unit AF703: Strategic Auditing

Unit code: R/615/3317

RQF level: 7

### Aim

The aim of this unit is to help learners understand the ability to choose and apply suitable investigative techniques to a variety of situations that are simple and non-simple in the accounting environment. The unit provides an emphasis on the aims, objectives and methods of auditors and their contribution to the achievement of a true and fair view on the published accounts.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Identify and evaluate the history and the current regulatory environment for auditing	1.1: Identify the history and current regulatory environment for auditing
	1.2: Evaluate on the historical and current regulatory environment for auditing
2: Understand and critically apply the rules of professional conduct for the auditors	2.1: Identify the rules of professional conduct
	2.2: Identify the critical application of the rules of professional conduct for the auditors
3: Evaluate the importance of legal and professional requirements when performing the audit	3.1: Identify the importance of legal and professional requirements
	3.2: Evaluate the identified requirements on the performance of audit
4: Analyse overall audit strategy. Critical analysis on the effectiveness of audit monitoring process in use	4.1: Identify and analyse an audit strategy in general
	4.2: Critically analyse the effectiveness of the audit monitoring process
5: Identify the risk involved in an audit and the use of suitable measures to minimise the risk	5.1: Identify the risk involved in the process of auditing
	5.2: Categorise appropriate measures to minimise the risk identified
	7.2: Critically assess the current developments in auditing
6: Be able to identify and explain the linkage between accounts preparation and the conduct of audit	6.1: Identify the link between preparation of accounts and the audit conducted
	6.2: Explain the link between preparation of accounts and the audit conducted
7: Identify and critically assess on the current developments in auditing	7.1: Identify the current developments in auditing
	7.2: Critically assess the current developments in auditing

## **Delivery and Assessment**

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

## **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

### **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation on the history and current regulatory surrounding for auditing.
- Presentation on the rules of professional conduct applied on the auditors.
- Presentation on the legal and professional requirements in performing audit.
- Presenting the audit monitoring process currently in use and the audit strategy in general.
- Presentation of the risk identified in auditing and the mitigating measures.
- Presentation on the relationship between the accounts preparation and the audit conducted.
- Presentation on the current developments in auditing.
- Presentation on the critical assessment of the current developments.

## **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

### **Textbooks**

- Millichamp, A.H., Auditing, 8th Ed, 2002
- Frank, C., The essentials of auditing, 2015

### **Journals**

- Journal of Auditing
- Journal of Accounting, Auditing & Finance
- Managerial Auditing Journal

**Websites**

- <http://www.slideshare.net/vishwacrv/auditing-notes-27123132>
- <http://www.forbes.com>
- <http://smallbusiness.chron.com/auditing-accounting-11772.html>



## Unit AF704: Ethical Behaviour and Corporate Governance

Unit code: Y/615/3318

RQF level: 7

### Aim

The aim of this unit is to reveal the sequential development and guideline of accounting and the impact of accounting and finance on the environment, the various stakeholders and on society. The learners will be equipped with the knowledge and skills essential to act as an adviser in relation to the governing authorities in the private, public and charitable sectors.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Explain what a profession is and identify the application of governance law and practices in the national and international context	1.1: Explain what a profession is and the professional institutes
	1.2: Identify the law and practices prevailing in the national and international context
	1.3: Critical evaluate the framework on the national and international perspective
2: Identify the nature and importance of corporate governance and ethical behaviour and critical evaluation of ethical issues in relation to corporate activity and recommend solutions	2.1: Identify and explain the significance of corporate governance and ethical behavior
	2.2: Critically evaluate ethical issues arising in relation to corporate activity
	2.3: Evaluate solutions identified to overcome ethical issues arising in relation to corporate activity
3: Assess the impact of financial reporting in relation to a wide range of stakeholders	3.1: Identify the range of stakeholders available
	3.2: Evaluate the impact of financial reporting on the range of stakeholders identified
4: Identify the principle approaches of governance, identifying and assessing how the risk should be managed in order to achieve good corporate governance	4.1: Identify the principle approaches of governance
	4.2: Identify the risk involved and how it could be managed to achieve good corporate governance.
5: Research and communicate complex and leading edge issues in CSR and governance, in an appropriate format	5.1: Identify CSR and governance issues
	5.2: Evaluate communication issues identified in an appropriate and understandable format

### Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject

matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

### **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

### **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation of the framework underlying governance law and practice in national and international context.
- Presentation on the nature and importance of corporate governance and ethical behaviour.
- Presentation on the critical evaluation on the ethical issues and recommendations to overcome the issues.
- Presentation on the wide range of stakeholders.
- Presentation on the impact of financial reporting on a wide range of stakeholders.
- Presenting the principle approaches of governance.
- Presentation on the identification and the assessment of risk and how it should be managed to achieve good corporate governance.
- Presentation of CSR and governance issues in an appropriate format.

### **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

#### **Textbooks**

- Fernando, A.C., Corporate Governance, 2009
- Justin, S., John, T., Corporate Governance, Ethics and CSR, 2013

#### **Journals**

- Journal about ethics
- Social Responsibility Journals
- International Journal of Corporate Strategy and Social Responsibility

#### **Websites**

- <http://www.forbes.com>
- <http://www.oecd.org/corporate/principles-corporate-governance.htm>
- <http://www.iospress.nl/book/ethics-and-accountability-in-a-context-of-governance-and-new-public-management/>

## Unit AF705: Corporate Reporting

Unit code: D/615/3319

RQF level: 7

### Aim

The aim of this unit is to help learners in the preparation and interpretation of financial statements for a group of companies where they are prepared in accordance with generally accepted accounting principles and to understand and evaluate the key aspects of accounting theory. On completion of the unit learners will be able to communicate complex numerical and qualitative information effectively and solve problems in a selective and critical manner.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Identify and understand the main sources of regulatory framework	1.1: Identify the main sources of the regulatory framework.
	1.2: Identify and explain on the use of accounting information
	1.3: Identify and explain on the exploitation of accounting information
2: Explain the significance and the general impact of regulatory framework on the businesses	2.1: Identify and explain the impact of regulatory framework on businesses
3: Identify and assess accounting concepts and theories	3.1: Identify the accounting concepts and conventions
	3.2: Assess the concepts and theories identified
4: Understand how to implement accounting calculations and information.	4.1: Identify appropriate accounting calculation and implement the computation
5: Critically evaluate and interpret the accounting information	5.1: Interpret accounting information gathered
	5.2: Critically assess the accounting information gathered
6: Be able to study and criticise on specific accounting regulations	6.1: Identify specific accounting regulations on a chosen sector
	6.2: Critically analyse the specific accounting regulations identified
7: Identify and appraise key accounting policies and practices within corporate accounting	7.1: Identify and evaluate key accounting practices and policies

## **Delivery and Assessment**

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

## **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

## **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation on the main sources of regulatory framework and the use of the accounting information.
- Presentation on the significance of the regulatory framework on the business.
- Presentation on the accounting concepts and theories.
- Presenting the calculations and the accounting information required.
- Presentation on the critical evaluation of the accounting information.
- Presenting critically the specific accounting regulations.
- Presenting identified accounting policies and practices within corporate accounting.
- Presentation on the critical assessment of the accounting policies and practices identified within corporate accounting.
- Review of unit and programme of assignments.

## **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

### **Textbooks**

- Corporate Reporting, Geoff, E., 7th Ed, 2004
- Corporate Financial Reporting Theory & Practice, Andrew, H., 2003

### **Journals**

- Journal of Financial Reporting and Accounting
- Journal of Critical Perspectives On Accounting

**Websites**

- <http://integratedreporting.org/corporate-reporting-dialogue/>
- <http://www.accaglobal.com/lk/en/student/exam-support-resources/fundamentals-exams-study-resources/f7/technical-articles/conceptual-framework-need.html>

## Unit AF706: Financial Analyst

Unit code: R/615/3320

RQF level: 7

### Aim

The purpose of this unit is to develop understanding of market equilibrium models, bond valuation and performance evaluation. At the end of this unit learners should be encouraged to make enquiries as to the cause and effect of the impact of current developments in the world's capital markets on the investment process and critically appraise current thinking on the theories and investments.

### Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1: Critically evaluate the strengths and weaknesses the different types of securities	1.1: Identify different types of securities and their concepts
	1.2: Evaluate the characteristics of each of the securities identified
	1.3: Critically analyse the characteristics and the strengths and weaknesses of different types of securities
2: Analyse and explain the regulation of, and procedures relating to, the trading of securities and new issues in the world markets, including the London Stock Exchange (LSE)	2.1: Identify the regulations and procedures relating to trading securities
	2.2: Investigate the arising issues in the global markets including (LSE)
3: Know how to apply the principles of investment theory, security and market analysis and efficiency	3.1: Identify and explain the principles of investment theory
	3.2: Critically evaluate securities
	3.3: Evaluate the underlying concepts of market analysis and efficiency
4: Analyse the principles of taxation and their implications, including income tax, capital gains tax, inheritance and corporation tax	4.1: Identify the range of taxes and their characteristics
	4.2: Explain the implications of taxation
5: Critically evaluate the effectiveness of the law and regulation in controlling the financial services industry	5.1: Identify the regulations prevailing in the financial services industry
6: Know how to plan, manage and review client portfolios according to customer profile and the needs in order to recommend and justify appropriate types of savings and investment	6.1: Evaluate client portfolios according to customer profile
	6.2: Investigate issues relating to portfolio management

## **Delivery and Assessment**

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help learners to work individually, or as part of a group, researching and gathering information about the subject.

Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Learners will likely use tutor- and self- directed study and reflect on their experience and expertise.

Up-to-date information and materials are available from many sources such as businesses, the Worldwide web, television and radio broadcasts, broadsheet newspapers and advisory services.

## **Outline Learning Plan**

The following outline learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

## **Topic and Suggested Assignments/Activities/Assessment**

- Introduction to the unit and the programme of assignments.
- Presentation of the framework underlying concepts of financial industries and its regulations.
- Presentation on the nature of financial securities.
- Critical evaluation on the principles of taxation and their implications.
- Application of the principles of investment theory, security and market analysis and efficiency.
- Presenting the methods of risk mitigating circumstances.
- Presenting the principle approaches of Hedging, Arbitrage & speculation.
- Analysing portfolio management and the functions of performance measurements.

## **Suggested Resources**

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of the qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources on completion of this unit.

### **Textbooks**

- Reilly & Brown, Investment Analysis & Portfolio Management, 10th ED, 2009
- Cheng, L., Advances in Investment Analysis and Portfolio Management, 9th ED, 2002

### **Journals**

- Journal of International Financial Markets
- The Hedge Fund Journal
- Journal of Asset Management



**Websites**

- <http://www.managementstudyguide.com/portfolio-management.htm>
- <http://www.referenceforbusiness.com/encyclopedia/Int-Jun/Investment-Analysis.html>
- <http://www.slideshare.net/aakashkulkarni3/mgbpm-market-efficiency-and-portfolio-theory>