MODULE DESCRIPTION

Module Title	Managerial Accounting				
Module Code	ACC-240				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 2/Semester 4				
Instructor's Name	**TBA**				
ECTS	6	**Lectures/week**	3 academic hours	**Laboratories/week**	N/A
Module Overview	**Aim:** This module introduces students to the uses of accounting information in managing an organization. The purpose of management is to create and maintain value. Accounting systems support value creating activities by providing decision, relevant information and motivating management to exercise good judgment. The emphasis will be on the big picture; management exists to create value for customers, owners, and employees. This module also teaches students how to extract and modify costs in order to make informed managerial decisions. Emphasis is placed on cost terminology (the wide variety of costs), cost behavior, cost systems, and the limitations concerning the use of average costs. **Objectives:** ▪ Explore how accounting information supports and enhances management decision making process. ▪ To understand how accounting systems can provide information and data for management decision making and the influencing of management decisions. ▪ To be comfortable with performing accounting analysis and approaching business problems from a management point of view. ▪ Familiarize with costing procedures and budgeting. ▪ Understand various cost systems.				
Learning Outcomes	By the end of this module, students should be able to: ▪ Discuss the differences between financial accounting and managerial accounting. ▪ Analyze and interpret cost behavior. ▪ Analyze and interpret managerial accounting reports that provide both objective measures of past operations and subjective estimates about future decisions. ▪ Create and evaluate control systems.				

	▪ Perform and discuss the advantages of activity-based costing analysis. ▪ Explain the purpose of cost accounting systems.	
Prerequisites	N/A	
Module Content	▪ Introduction to Managerial Accounting ▪ Cost Classifications ▪ Cost Accounting Systems ▪ Cost Allocations ▪ Cost Behavior Analysis ▪ Cost Volume Profit Analysis ▪ Relevant Costing ▪ Capital Budgeting ▪ Master Budgeting ▪ Inventory Management ▪ Standard Costing ▪ Performance Measurement	
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples
	Multimedia	PowerPoint, audio and visual
	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	▪ Atrill, P., McLaney, E., 2021. *Management Accounting for Decision Makers*, Pearson Education Limited
	Recommended	▪ Dopson, L., Hayes, D., K., 2008. *Managerial Accounting for the Hospitality Industry*, Wiley ▪ Weygandt, J., J., Kimmel, P., D., Kieso, D., E., 2015. *Managerial Accounting: Tools for Business Decision Making, International Student Version*, Wiley ▪ Heitger, D., Hansen, D., Mowen, M., 2022. *Managerial Accounting: The Cornerstone of Business Decision Making*, Cengage Learning EMEA
Language of Instruction	English	
Assessment	The assessment of students is made up of two components: ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) The 40 marks of the continuous assessment are allocated as follows: ▪ the midterm exam (20 marks),	

	▪ attendance (5 marks), ▪ 2 assignments/projects (15 marks) The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam. Continuous Assessment + Final Exam = 100 marks 40 marks + 60 marks = 100 marks **THE PASSING MARK FOR EACH MODULE IS 50/100**

Mark's Description	**MARK RANGE**	**GENERAL CHARACTERISTICS**
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	

	56 - 60 50 - 55	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.