

Qualification Specification

Qualification Specification for:

ATI Level 4 Certificate for Accounting Technicians
(Qualification No: 603/5747/2)

ATI Level 5 Diploma for Accounting Technicians
(Qualification No: 603/5748/4)

FOREWORD

This document is the Qualification Specification for the following qualifications offered by Accounting Technicians Ireland (ATI):

- **ATI Level 4 Certificate for Accounting Technicians (Qualification No: 603/5747/2)**
- **ATI Level 5 Diploma for Accounting Technicians (Qualification No: 603/5748/4)**

The Qualification Specification is a live document and will be updated as required. The most up to date version will always be held on the ATI website and Approved Partners will be informed when a new version is uploaded. It is the responsibility of Approved Partners to ensure that they are using the most up to date version.

More information about these qualifications and other qualifications offered by ATI, can be found on the ATI website at: <http://www.accountingtechniciansireland.ie/study-ati>

Any queries should be addressed to:

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1. ABOUT ACCOUNTING TECHNICIANS IRELAND

Accounting Technicians Ireland (ATI) is a trading name of the Institute of Accounting Technicians Ireland, which was founded in 1983 and is a partner body with Chartered Accountants Ireland and an associate member of the International Federation of Accountants (IFAC).

We are a professional membership body providing internationally recognised accounting qualifications across the entire island of Ireland. Our qualifications are delivered through a well-established network of over 70 Approved Partner colleges.

The mission of ATI is the 'development, guidance and representation of our members as specialists par excellence in the arena of accounting, business and finance'. We have 10,000 students and members. Our extensive member network and the high quality of our graduates has allowed ATI to build a strong reputation with employers.

ATI is recognised as an awarding organisation by CCEA Regulation in Northern Ireland. This status means that ATI is subject to the CCEA General Conditions of Recognition (see www.ccea.org.uk/regulation).

1.1 Our Values

The following values form the foundations that make our mission possible:

Excellence in the standards we set ourselves, in the learners we attract, and in the merits and skills of our members.

Professionalism in our governance, in the conduct of our learners and our members, and in the ongoing support we deliver.

Opportunity in the accessibility of our courses, in our members careers, and in their aspirations for further development.

Integrity in our actions, in our teaching, and in the ethical conduct of our learner(s) and our members.

Relevance in our curriculum, in the workplace, in the relationships we build, and in the ongoing support we bring to our learners and our members

1.2 Equality & Inclusion

ATI's Equal Opportunities Policy seeks to ensure that any learners considering our qualifications are treated fairly regardless of race, gender, disability, age, origin, religious or political beliefs, sexual orientation, socio-economic background, marital or civil partnership status.

We are committed to ensuring fair and equal access to our qualifications, examinations and support materials. Learners should however note that all examinations will be set and assessed in English only. Similarly, any study or revision materials provided by ATI are in English only.

More information on equality and inclusion can be found in our Rules and Regulations.

2. ABOUT THE QUALIFICATIONS

ATI first offered Accounting Technician qualifications in 1983. Since then, ATI's Accounting Technician qualifications have been continuously informed, developed and enhanced with contributions from members, employers, Approved Partner colleges, syllabus reviews, student surveys, industry experts and other sources.

The ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4 (the Diploma) is highly regarded in industry, commerce, the public sector and private practice and is widely recognized as the leading qualification for accounting technicians on the island of Ireland. The eight Core Curriculum modules of the Diploma are typically studied over a two year period through Approved Partner colleges and are assessed by examination. Learners must also achieve two Work-Based modules and evidence a minimum of two years' relevant work experience.

The ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2 (the Certificate) has four Core Curriculum modules that are basically the 'first four' Core Curriculum modules of the Diploma. The Certificate can be studied as a standalone qualification or as a stepping stone towards the Diploma. There is no work experience requirement for the Certificate.

The ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2 and the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** are offered to learners in Northern Ireland and the Republic of Ireland. Both qualifications are listed on the Regulated Qualifications Framework (RQF)¹ and are regulated by CCEA Regulation in respect of delivery/award of the qualifications to Northern Ireland learners.

2.1 Objectives of Qualifications

The **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** is designed to provide learners with the knowledge, understanding and skills to work effectively as an accounting technician. This includes:

- Providing learners with the necessary theoretical underpinning knowledge
- Providing learners with the practical skills required including the ability to use relevant information technologies
- Providing learners with the opportunity to apply, consolidate and extend their knowledge and skills within the workplace environment
- Developing the ability of learners to effectively complete all relevant accounting technician work (while observing technical and ethical standards) and including the ability to diagnose and resolve problems encountered

The **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** is designed to provide learners with foundational knowledge, understanding and skills in the areas of accounting, taxation, business management and business law.

¹ The Regulated Qualifications Framework includes all qualifications regulated by Ofqual (England) and CCEA Regulation (Northern Ireland). It can be accessed at: <https://register.ofqual.gov.uk/>

2.2 Target Group for Qualifications

The **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** and **ATI Level 5 Diploma for Accounting Technicians Qualification No: 603/5748/4**, are targeted at learners that are:

- currently unemployed (including school leavers) who wish to pursue a career in accounting*
- not currently working in an accounting-related role, but who wish to change career into accounting*
- already employed in accounting or related job areas who wish to obtain a formal qualification as an Accounting Technician.

* Please note however that 2 years' relevant work experience will be required to achieve the ATI Level 5 Diploma for Accounting Technicians.

2.3 Entry Requirements

Learner admission to ATI programmes is subject to documented Rules & Regulations published on the ATI website. This is a comprehensive document addressing all aspects of admission and participation including exemptions, entry requirements, registration, withdrawal, payments and refunds, rules around examinations and assessments, reasonable adjustments /special considerations, appeals, breaches of regulations etc.

The entry requirements for the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** and the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** are as follows:

- School leavers (and other applicants under 21 years of age) must have achieved the minimum entry requirement, normally at A/AS-Level (Northern Level) or Leaving Certificate (Republic of Ireland).
 - For applicants in Northern Ireland, the minimum requirement is one A-level or 2 AS-levels, with at least a grade C in English and either Maths or Accountancy at GCSE level.
 - For applicants in the Republic of Ireland (who completed the Leaving Cert in 2018 or subsequently), the minimum requirement is:
 - (a) five passes at Ordinary Level which must include a grade of O5 (or better) in English and either Maths or Accountancy

OR

 - (b) two passes at Ordinary Level together with two passes at Higher Level. Again this must include a grade of O5 (or better) in English and either Maths or Accountancy.
- Mature learners – who have reached 21 years by the registration deadline in the year in which they apply – may apply based on age and experience
- Learners may also be eligible if they have completed other relevant nationally recognised qualifications (in Northern Ireland or the Republic of Ireland)

2.4 Applying for Exemptions (Recognition of Prior Learning)

Learners may apply for exemption(s) from one or more Level 4 Core Curriculum modules (based on prior learning) prior to **registering with ATI**. This is done by completing an application form and providing details of any relevant course of study completed within the previous 6 years. ATI will assess each application on an individual basis, and respond, in writing, with details of any exemptions that can be offered. There is no fee to apply for exemptions however a fee will apply if exemptions offered are accepted.

Exemptions are not available for Level 5 Core Curriculum modules or the Work-Based modules.

Further details can be found in the Rules and Regulations and Exemptions Policy which are both available of the ATI website.

2.5 Progression Opportunities

Learners successfully completing the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** may progress to the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4**.

Learners successfully completing the ATI Level 5 Diploma for Accounting Technicians are entitled to full membership of ATI and to use the designation MIATI after their name. Many choose to continue their studies in accountancy and/or business related areas. The following accountancy bodies offer substantial exemptions:

- Chartered Accountants Ireland - our partner body
- Association of Chartered Certified Accountants (ACCA)
- Institute of Certified Public Accountants (CPA)
- Chartered Institute of Management Accountants (CIMA)

3. STRUCTURE OF QUALIFICATIONS

To obtain the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2**, learners must successfully achieve the four Level 4 Core Curriculum modules within the table below (highlighted in blue).

To obtain the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** learners must evidence a minimum of two years' relevant work experience **and** successfully achieve all 10 modules within the table below comprising:

- Four Level 4 Core Curriculum modules (as per the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2**)
- Four Level 5 Core Curriculum modules
- Two Work-Based modules

Module	Level	Type	Credits	GLH	TMT
Financial Accounting	4	Core Curriculum	20	70	200
Taxation	4	Core Curriculum	15	60	150
Business Management	4	Core Curriculum	15	50	150
Business Law	4	Core Curriculum	15	40	150
Advanced Financial Accounting	5	Core Curriculum	20	60	200
Advanced Taxation	5	Core Curriculum	15	60	150
Management Accounting	5	Core Curriculum	15	50	150
Financial Data Management	5	Core Curriculum	15	60	150
Work Practice	4	Work-Based	25	210	250
Advanced Work Practice	5	Work-Based	35	310	350

The Total Qualification Time for the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** is 650 with Guided Learning Hours of 220. The credit value is 65.

The Total Qualification Time for the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** is 1900 with Guided Learning Hours of 970. The credit value is 190.

Guided Learning Hours (GLH) is an estimate of the number of hours that a typical learner would spend being taught or undertaking assessment tasks under the immediate guidance or supervision of a tutor/ assessor or Workplace Mentor.

Total Qualification Time (TQT) is an estimate of the number of hours that it would take an average learner to complete the qualification. It is made up of Guided Learning Hours together with hours spent in self-study and in completing unsupervised assessment tasks.

Total Module Time (TMT) is the number of TQT hours allocated to individual modules.

3.1 Core Curriculum Modules

The Core Curriculum modules are typically studied over a two-year period through Approved Partner colleges (either on a full-time or part-time basis). ATI also directly offers an online study option, ATI Online.

ATI provides a range of resources to support Core Curriculum teaching and learning including:

- Textbooks (published by Accounting Technicians Ireland) for each module that include up to date taxation and legal information
- Knowledgepoint: a series of video tutorials that offer a closer look at specific module topics
- MyRevision: an online question bank with a wide range of questions on module topics
- Past exam papers and sample papers based on current curriculum

The Core Curriculum modules are assessed by written/practical examinations. To achieve a Core Curriculum module at least a Pass must be obtained in the examination.

3.2 Core Curriculum Modules - Restrictions

Learners may **ONLY** commence study of Level 5 Core Curriculum modules once they have achieved a Pass (50%) in, or been exempted from, at least three Level 4 Core Curriculum modules, including **both** Financial Accounting and Taxation.

Level 4 Core Curriculum Modules	Level 5 Core Curriculum Modules
Financial Accounting	Advanced Financial Accounting
Taxation	Advanced Taxation
Business Management	Management Accounting
Business Law	Financial Data Management

3.3 Work-Based Modules

The Work-Based modules are an important part of the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** enabling learners to apply, consolidate and extend their learning within a workplace environment. They have two elements:

- Completion of a programme of Work-Based Learning (WBL)
- Work-Based Assignments (WBAs).

To achieve a Work-Based module **both** of these elements must be completed i.e. the programme of WBL 'signed off' as complete and at least a Pass obtained in **all** WBAs.

It should be noted that the Work-Based module requirements are based on the curriculum areas and learning outcomes found within the Core Curriculum modules i.e. no new learning areas are introduced.

- The *Work Practice* module requirements map to specific learning outcomes within the Level 4 Core Curriculum modules - Financial Accounting, Taxation, Business Management and Business Law
- The *Advanced Work Practice* module requirements map to specific learning outcomes within the Level 5 Core Curriculum modules - Advanced Financial Accounting, Advanced Taxation, Management Accounting and Financial Data Management

This approach, whereby separate modules have been created for the 'Work-Based' requirements, recognises the fact that learners may not be in a role that would enable them to meet these requirements at the time of studying the related Core Curriculum modules.

Learners are, however, **strongly encouraged** to complete the Work-Based modules as soon as possible. In particular, where the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** is being studied as part of an apprenticeship programme, it would be expected that the Work-Based modules would be completed alongside the related Core Curriculum modules.

3.4 Work-Based Modules – Work-Based Learning

Work-Based Learning (WBL) takes place under the direct supervision of a Workplace Mentor, appointed by the employer and approved by ATI.

ATI has developed training plans to support WBL. The training plans set out the learning content that is **expected** to be covered but the extent of coverage of each item should be tailored to individual learners with consideration given to the nature of the employing organisation's business, the business knowledge / skills required and any specific learning needs i.e. gaps in learner knowledge or skills. The training plans also serve as a tool for planning and recording WBL.

4. ASSESSMENT

The assessment strategy for the ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2 and the ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4 has been determined by ATI. All assessments are set, marked and graded by ATI.

4.1 Summary of Assessment Methods

The assessment methods for each of the modules are summarised in the table below:

Module	Level	Assessment Method
Financial Accounting	4	Written Examination (100%)
Taxation	4	Written Examination (100%)
Business Management	4	Written Examination (100%)
Business Law	4	Written Examination (100%)
Advanced Financial Accounting	5	Written Examination (100%)
Advanced Taxation	5	Written Examination (100%)
Management Accounting	5	Written Examination (100%)
Financial Data Management	5	Practical Examination (100%)
Work Practice	4	Four Work-Based Assignments (each worth 25% of marks)
Advanced Work Practice	5	Four Work-Based Assignments (each worth 25% of marks)

4.2 Written / Practical Examinations

ATI is responsible for setting, marking and grading all examinations. Approved Partner colleges have no role in the creation or assessment of examinations. All examinations are held in a supervised environment i.e. a suitable hall or computer lab organised and supervised by invigilators appointed by ATI.

The examination timetables and venues are posted on the [Exams and Assessment](#) area of the ATI website. The Rules and Regulations governing examinations (including eligibility) can also be found [here](#).

The structure of the examinations is different for each module. Learners should refer to sample papers for the specific requirements (e.g. no. of questions to be answered, compulsory / optional elements).

4.3 Work-Based Assignments

ATI is responsible for setting, marking and grading all Work-Based Assignments. Each Work-Based module has four equally weighted Work-Based Assignments:

- Work Practice module - 2 WBAs on Financial Accounting and 2 WBAs on Business Management
- Advanced Work Practice module – 2 WBAs on Advanced Financial Accounting and 2 WBAs on Financial Data Management

The briefs for the WBAs are made available to learners when they register for the Work-Based module and the WBAs are submitted electronically when completed.

4.4 Grading - Modules

The Pass mark for all examinations and for all WBAs is 50%. Individual modules are graded as follows:

Pass :	50% - 64%
Merit:	65% - 79%
Distinction:	80%+

To achieve a Work-Based module at least a Pass must be obtained in **all** four WBAs.

4.5 Overall Grading - Modules

The **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** has three levels of attainment:

- Pass
- Merit
- Distinction

The marks obtained in the four Level 4 Core Curriculum modules contribute to the final result. At least a Pass must be obtained in all modules.

A Merit or Distinction cannot be awarded where the learner has accepted an exemption for a module.

The **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** has 3 levels of attainment:

- Pass
- Merit
- Distinction

The marks obtained in the four Level 5 Core Curriculum modules and the two Work-based modules contribute to the final result. At least a Pass must be obtained in all modules.

The detailed criteria for achieving an overall Pass, Merit or Distinction in the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** and **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** can be found in our Rules and Regulations.

4.6 Publication of Results

Module results are published online by ATI and learners are required to login securely in order to access their own results. In addition, an official result letter is posted to each learner shortly after the online publication of results.

4.7 Appeals Procedures

All results are subject to an appeals process whereby a learner may seek to have their result verified and/or reviewed. An appeal must be lodged by the learner within 5 working days (i.e. 1 week) of the day on which results are published online.

The details of the appeals procedure are set out within our Rules & Regulations.

4.8 Reasonable Adjustments and Special Considerations

It is the policy of ATI to provide learners with reasonable assistance to complete examinations and Work-Based Assessments. Requests for Reasonable Accommodations / Reasonable Adjustments should be submitted by the deadlines indicated on the ATI website and supported by appropriate documentation.

Where circumstances affecting a learner's performance arise on the day of an examination, the learner may apply for Special Consideration. Requests for Special Consideration must be submitted within five days of the date of examinations.

Further details on Reasonable Accommodations / Reasonable Adjustments and Special Considerations are set out within our Rules & Regulations.

5. MODULE INFORMATION

Information on each module within the **ATI Level 4 Certificate for Accounting Technicians, Qualification No: 603/5747/2** and the **ATI Level 5 Diploma for Accounting Technicians, Qualification No: 603/5748/4** can be found on the following pages.

Please note that there are Northern Ireland and Republic of Ireland versions of the following Core Curriculum modules:

- Taxation
- Business Law
- Advanced Taxation

Further details on the contents of each Core Curriculum module can be found in the textbooks for each module.

5.1 Core Curriculum Modules – Level 4

Title	Financial Accounting (K/618/0720)	Level	4	Credits	20
Type	Core Curriculum	GLH	70	TMT	200
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with an understanding of financial accounting concepts, principles of accounting and technical competency in double-entry bookkeeping and preparation of financial statements for various types of reporting entities.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the purpose and scope of financial accounting	<ul style="list-style-type: none"> • Explain the objectives of financial accounting. • Give examples of types of users of accounting information. • Distinguish between financial accounting and management accounting. • Explain the main elements of financial statements. • Identify the contents of a complete set of financial statements. • Explain the qualitative characteristics of financial statements. • Distinguish between sole traders, partnerships and limited liability companies as reporting entities for financial accounting purposes. • Summarise the regulatory framework that applies to each of sole traders, partnerships and limited liability companies. • Explain the meaning of 'true and fair'/'presents fairly'. • Describe the roles and responsibilities of accountants and auditors. • Summarise the requirements of reporting entities to maintain accounting records.
2. Be able to account for a range of transactions and events	<ul style="list-style-type: none"> • Explain how the accounting equation is the basis of double entry bookkeeping. • Explain the accruals basis of accounting. • Demonstrate how books of prime entry, ledger accounts and journals are related to each other. • Identify the typical source documentation that underpins accounting transactions. • Apply the principles of double-entry bookkeeping and the accruals basis of accounting to account for a range of transactions and events.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
3. Be able to identify errors and correct them, reconcile bank accounts and extract a trial balance from an accounting ledger.	<ul style="list-style-type: none"> • Prepare control accounts for receivables and payables. • Prepare bank reconciliation statements. • Give examples to illustrate how accounting errors can affect the trial balance and/or financial statements. • Demonstrate by means of accounting journals how accounting errors are corrected (including use of a suspense account where appropriate). • Extract a trial balance. • Discuss the limitations of a trial balance.
4. Be able to prepare basic financial statements for a sole trader, partnership and limited liability company	<ul style="list-style-type: none"> • Make accounting adjustments to a trial balance. • Prepare capital accounts, current accounts and an appropriation account for a partnership. • Explain how the capital structure of a limited liability company (with equity and debt sources of finance) differs from that of a sole trader or non-incorporated partnership. • Prepare an income statement, an appropriation account and statement of financial position. • Explain how the objectives of financial statements of a 'not for profit' entity may differ from those of a profit-oriented entity. • Demonstrate how the structure and content of financial statements of a 'not for profit' entity can differ from those of a 'profit-oriented' entity.
5. Be able to apply spreadsheet methods to assist with preparation of basic financial statements	<ul style="list-style-type: none"> • Demonstrate how the preparation of basic financial statements is assisted by spreadsheet features and functionality.

Title	Taxation (NI) M/618/0721	Level	4	Credits	15
Type	Core Curriculum	GLH	60	TMT	150
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with understanding of and technical skills in personal and business taxation.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the administration of taxation in Northern Ireland	<ul style="list-style-type: none"> Outline the main sources of the tax principles and rules that underpin the taxation system. Identify the types of direct and indirect taxation. Outline each of the PAYE and the self-assessment systems of income tax. Describe the role of the HM Revenue and Customs (HMRC). Outline the ethical considerations for accountants and accounting technicians that can arise in the context of taxation.
2. Be able to apply the principles and rules that govern income tax in Northern Ireland	<ul style="list-style-type: none"> Specify the relevant scope and basis of assessment for each of earned income (from employment and self-employment), income from savings, dividend income and rental income. Explain the circumstances in which benefits in kind arise. Calculate taxable income for an individual (including assessable income for a sole trader or a professional). Apply relevant tax credits, reliefs and allowances. Explain the scope of NIC for classes 1, 2 and 4. Calculate NIC liability for an individual. Prepare personal income tax computations for an individual and a married couple/civil partnership (including NIC liability).
3. Be able to apply the rules of the 'Pay As You Earn' (PAYE) system in Northern Ireland	<ul style="list-style-type: none"> Explain the scope and operation of the PAYE system Compare the tax consequences of employment and self-employment. Outline the obligations of employers under the PAYE system. Distinguish between the 'cumulative' and 'week 1/month 1' bases of PAYE calculations. Calculate take home pay for an employee under the PAYE system.
4. Be able to apply the principles and rules of Value Added Tax (VAT) in Northern Ireland	<ul style="list-style-type: none"> Explain the scope and operation of the VAT system as it applies to commercial transactions. Explain 'taxable person' and 'taxable supply'. Calculate a VAT liability for a taxable person. Outline the administrative aspects of remaining tax compliant regarding VAT.

Title	Taxation (ROI) M/618/0721	Level	4	Credits	15
Type	Core Curriculum	GLH	60	TMT	150
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with understanding of and technical skills in personal and business taxation.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the administration of taxation in the Republic of Ireland	<ul style="list-style-type: none"> Outline the main sources of the tax principles and rules that underpin the taxation system. Identify the types of direct and indirect taxation. Outline each of the PAYE and the self-assessment systems of income tax. Describe the role and power of the Office of the Revenue Commissioners. Outline the ethical considerations for accountants and accounting technicians that can arise in the context of taxation.
2. Be able to apply the principles and rules that govern income tax in the Republic of Ireland	<ul style="list-style-type: none"> Specify the relevant scope and basis of assessment for each of Schedule D, E and F income. Explain the circumstances in which benefits in kind arise. Compare single assessment, separate assessment and joint assessment options as they apply to married couples/civil partnerships. Calculate taxable income for Schedules D, E and F classes of income for an individual and a married couple/civil partnership. Apply relevant tax credits, deductions, reliefs, allowances and exemptions. Explain the scope of PRSI for classes A and S. Explain the scope of USC. Calculate PRSI and USC liabilities for individuals. Prepare personal income tax computations for an individual and a married couple/civil partnership (including PRSI and USC liabilities).
3. Be able to apply the rules of the 'Pay As You Earn' (PAYE) system in the Republic of Ireland	<ul style="list-style-type: none"> Explain the scope and operation of the PAYE system. Compare the tax consequences of employment and self-employment. Outline the obligations of employers under the PAYE system. Distinguish between the 'cumulative', 'week 1/month 1' and 'emergency' bases of PAYE calculations. Calculate take home pay for an employee under the PAYE system (including PRSI and USC liabilities).
4. Be able to apply the principles and rules of Value Added Tax (VAT) in the Republic of Ireland	<ul style="list-style-type: none"> Explain the scope and operation of the VAT system as it applies to commercial transactions. Explain 'taxable person' and 'taxable supply'. Calculate a VAT liability for a taxable person. Outline the administrative aspects to remain tax compliant regarding VAT.

Title	Business Management (A/618/0723)	Level	4	Credits	15
Type	Core Curriculum	GLH	50	TMT	150
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with knowledge and understanding of the business organisations and functions, information systems in business organisations, modern management, leadership, corporate governance, professional ethics and corporate social responsibility.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand business organisations and functions	<ul style="list-style-type: none"> Describe types of business organisational structures. Give examples of business organisation stakeholders. Explain typical functions in business organisations.
2. Understand information systems in business organisations with a particular focus on accounting information systems and emerging technologies	<ul style="list-style-type: none"> Outline the functions of information systems. Explain the relationships between information systems and business functions. Outline how data sets are used in business organisations. Explain accounting as an information system. Describe the evolution of accounting from a manual to computer-based system. Outline the relative strengths and weaknesses of manual and computerised accounting systems. Describe the purpose and use of spreadsheet applications, database systems and accounting software packages. Discuss the following emerging technologies in the context of accountancy: cloud computing, artificial intelligence, big data and data analytics, block chain and distributed ledgers and process automation. Outline the internal control and security implications of emerging technologies for information systems. Explain cyber-security and its relevance to information systems. Discuss the disruptive impact of developments in information technologies on business functions. Discuss the changing roles of accountants and accounting technicians.
3. Understand leadership and management	<ul style="list-style-type: none"> Describe the nature of management. Describe leadership styles. Explain how leadership styles can affect business organisations. Outline individual, group and team dynamics in business organisations. Explain how individuals and groups are motivated.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>4. Understand corporate governance, social responsibility and professional ethics.</p>	<ul style="list-style-type: none"> • Summarise agency theory and stakeholder theory in the context of corporate governance. • Describe the sources of corporate governance. • Explain the importance of corporate governance. • Analyse corporate governance issues. • Discuss the social and environmental responsibilities of business organisations in contemporary society. • Explain corporate social reporting. • Summarise the fundamental principles of ethical behaviour in the modern business environment. • Discuss the roles of regulatory and professional bodies in encouraging ethical behaviour. • Analyse ethical issues and dilemmas.

Title	Business Law (NI) F/618/0724	Level	4	Credits	15
Type	Core Curriculum	GLH	40	TMT	150
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with an understanding of the key concepts and fundamental principles of law in the context of business and commercial activities.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the framework within which law operates in Northern Ireland.	<ul style="list-style-type: none"> Summarise the main sources of law. Describe the institutions of the European Union. Distinguish between civil law and criminal law. Outline the structure and jurisdiction of the UK Courts.
2. Understand the principles of company law in Northern Ireland.	<ul style="list-style-type: none"> Outline the legal frameworks that apply to different types of business entities: sole traders, partnerships and limited liability companies. Summarise the administrative procedures required to form a limited liability company. Outline the consequences of incorporation. Explain the respective roles and responsibilities of company directors, company secretary and external auditors. Describe the procedures to appoint or remove a company director or an external auditor. Explain the corporate requirement to submit an annual return. Outline the main types of company meetings and the main procedures at those meetings. Compare the legal consequences of equity and debt sources of corporate finance. Describe the legal consequences of each of administration and liquidation of a company. Explain fraudulent trading and wrongful trading. Explain money laundering.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>3. Understand the principles of the laws of contract, tort, employment, agency, consumer and data protection in Northern Ireland.</p>	<ul style="list-style-type: none"> • Summarise the legal principles that underpin the formation of a contract, terms of a contract and discharge of a contract. • Outline the general principles of negligence, including remedies and defences. • Distinguish between a contract for service and a contract of service. • Compare wrongful, unfair and constructive dismissals. • Outline the legal consequences of redundancy. • Summarise the legal principles that underpin the creation of an agency, the rights and duties of an agent, and the termination of an agency arrangement. • Describe the primary elements of the Consumer Rights Act 2015. • Explain the principles of data protection. • Describe the rights of data subjects, and the obligations of data controllers and data processors. • Explain the role of the Information Commissioner. • Outline the sanctions for breaches of data protection legislation.

Title	Business Law (ROI) F/618/0724	Level	4	Credits	15
Type	Core Curriculum	GLH	40	TMT	150
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to provide learners with an understanding of the key concepts and fundamental principles of law in the context of business and commercial activities.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the framework within which law operates in the Republic of Ireland.	<ul style="list-style-type: none"> Summarise the main sources of law. Describe the institutions of the European Union. Distinguish between civil law and criminal law. Outline the structure and jurisdiction of the Irish Courts.
2. Understand the principles of company law in the Republic of Ireland.	<ul style="list-style-type: none"> Outline the legal frameworks that apply to different types of business entities: sole traders, partnerships and limited liability companies. Summarise the administrative procedures required to form a limited liability company. Outline the consequences of incorporation. Explain the respective roles and responsibilities of company directors, company secretary and external auditors. Describe the procedures to appoint or remove a company director or an external auditor. Explain the corporate requirement to submit an annual return. Outline the main types of company meetings and the main procedures at those meetings. Compare the legal consequences of equity and debt sources of corporate finance. Describe the legal consequences of each of examinership, receivership and liquidation of a company. Explain fraudulent trading and wrongful trading. Explain money laundering.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>3. Understand the principles of the laws of contract, tort, employment, agency, consumer and data protection in the Republic of Ireland.</p>	<ul style="list-style-type: none"> • Summarise the legal principles that underpin the formation of a contract, terms of a contract and discharge of a contract. • Outline the general principles of negligence, including remedies and defences. • Distinguish between a contract for service and a contract of service. • Compare wrongful, unfair and constructive dismissals. • Outline the legal consequences of redundancy. • Summarise the legal principles that underpin the creation of an agency, the rights and duties of an agent, and the termination of an agency arrangement. • Describe the primary elements of the Sale of Goods and Supply of Services Act 1980 and the Consumer Protection Act 2007. • Explain the principles of data protection. • Describe the rights of data subjects, and the obligations of data controllers and data processors. • Explain the role of the Data Protection Commissioner. • Outline the sanctions for breaches of data protection legislation.

5.2 Core Curriculum Modules – Level 5

Title	Advanced Financial Accounting (J/618/0725)	Level	5	Credits	20
Type	Core Curriculum	GLH	60	TMT	200
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to enable learners to build on the competencies gained in Financial Accounting. Learners will acquire an understanding of relatively advanced financial accounting transactions and events and develop practical skills in preparing and interpreting financial statements.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the conceptual and regulatory environments in which financial statements are prepared.	<ul style="list-style-type: none"> Explain how the objectives of financial statements are met. Distinguish between assets, liabilities, equity, income and expenses. Discuss the accounting principles that underpin the preparation and presentation of financial statements. Explain how qualitative characteristics contribute to producing useful financial information. Explain the principles of recognition, measurement, presentation and disclosure in financial statements. Outline the regulatory frameworks that apply to the main types and sizes of business entities. Explain the relevance of each of Companies Acts legislation, the International Accounting Standards Board, the Financial Reporting Council and the Stock Exchange to financial reporting.
2. Be able to apply the principles of good corporate governance and professional ethics to financial accounting and financial reporting scenarios.	<ul style="list-style-type: none"> Describe the sources of corporate governance and professional ethics as they relate to financial reporting. Illustrate the need for corporate governance oversight in financial reporting. Explain how the functions of audit and internal control contribute to good corporate governance. Give examples of how the principles of ethical behaviour apply to the accountancy profession. Analyse ethical issues and dilemmas that may arise in the context of financial accounting and reporting.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
3. Be able to account for a range of transactions and events	<ul style="list-style-type: none"> • Apply requirements of FRS 102 to account for: <ol style="list-style-type: none"> a) property, plant and equipment; b) intangible assets; c) borrowing costs; d) government grants; e) inventories; f) provisions and contingencies; g) leases; h) accounting policies, estimates and errors; i) events after the reporting period; and j) current taxation.
4. Be able to prepare and present financial statements in accordance with the requirements of FRS 102 and Companies Acts legislation.	<ul style="list-style-type: none"> • Prepare financial statements from incomplete records. • Prepare a statement of cash flows (direct and indirect methods). • Prepare financial statements for a limited liability company. • Distinguish between 'Companies Act' and 'IFRS' statutory financial statements. • Outline the statutory and filing requirements for a small company.
5. Be able to analyse and interpret financial statements.	<ul style="list-style-type: none"> • Calculate profitability, liquidity, investment, efficiency and solvency ratios in support of the analysis of financial statements. • Discuss the limitations of ratio analysis. • Interpret financial statements from the perspectives of various stakeholders.

Title	Advanced Taxation (NI) L/618/0726	Level	5	Credits	15
Type	Core Curriculum	GLH	60	TMT	200
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to enable learners to build on the competencies gained in Taxation and develop a knowledge, understanding and practical skills in more advanced taxation issues for individuals, businesses and corporate entities.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the administration of taxation in Northern Ireland.	<ul style="list-style-type: none"> Outline the main sources of the tax principles and rules that underpin the taxation system. Identify the types of direct and indirect taxation. Outline each of the PAYE and the self-assessment systems of income tax. Describe the role and powers of HM Revenue and Customs (HMRC) Outline HMRC audit procedures. Analyse ethical issues and dilemmas that may arise in the context of personal or business taxation.
2. Be able to apply the principles and rules that govern income tax in Northern Ireland	<ul style="list-style-type: none"> Assess an individual's income tax circumstances based on 'residence' and 'domicile' Specify the relevant scope and basis of assessment for each of earned income (from employment and self-employment), income from savings, dividend income and rental income. Calculate benefits in kind for inclusion in income tax computations. Calculate taxable income for an individual. Apply relevant tax credits, reliefs and allowances. Explain the scope of NIC for classes 1, 2 and 4. Calculate NIC liability for an individual. Prepare personal income tax computations for an individual and a married couple/civil partnership (including NIC liability).

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
3. Be able to apply the principles and rules that govern capital gains tax in Northern Ireland	<ul style="list-style-type: none"> Assess an individual's capital gains tax circumstances based on 'residence' and 'domicile' Explain the basis of the charge to tax on UK resident individuals and companies. Explain the capital gains tax implications of transactions between spouses. Calculate a chargeable gain or an allowable loss for an individual and a married couple/civil partnership. Apply relevant deductions, allowances, reliefs and exemptions. Prepare a capital gains tax computation for an individual and a married couple/civil partnership. Outline the administrative requirements to remain tax compliant with regard to capital gains tax.
4. Be able to apply the principles and rules that govern the taxation of business profits in Northern Ireland	<ul style="list-style-type: none"> Explain the badges of trade. Calculate assessable income or an allowable loss from trades and professions. Apply commencement and cessation rules for self-employed income from trades and professions. Calculate capital allowances for plant and machinery (including motor vehicles). Explain the scope and operation of the corporation tax system as it applies to corporate entities in Northern Ireland. Explain the basis of assessment for corporation tax Prepare a corporation tax computation. Apply relevant reliefs, deductions and exemptions. Apply the corporation tax rules that are particular to close companies. Outline the administrative requirements to remain tax compliant with regard to corporation tax.
5. Be able to apply the principles and rules of Value Added Tax (VAT) in Northern Ireland	<ul style="list-style-type: none"> Explain the scope and operation of the VAT system as it applies to commercial transactions. Explain 'taxable person', 'taxable supply' and 'place of supply'. Calculate a VAT liability for a taxable person. Explain the VAT consequences of trade with entities in EU and non-EU jurisdictions. Reconcile VAT returns to financial statements. Outline the administrative requirements to remain tax compliant with regard to VAT.
6. Understand the Construction Industry Scheme (CIS) as it is operated in Northern Ireland	<ul style="list-style-type: none"> Explain the obligations of a principal contractor with regard to payments to sub-contractors. Outline the administrative requirements to remain tax compliant with regard to CIS.

Title	Advanced Taxation (ROI) L/618/0726	Level	5	Credits	15
Type	Core Curriculum	GLH	60	TMT	200
Assessment	Written Examination	Pass Mark	50%		
Unit Purpose and aim(s): The aim of this module is to enable learners to build on the competencies gained in Taxation and develop a knowledge, understanding and practical skills in more advanced taxation issues for individuals, businesses and corporate entities.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the administration of taxation in the Republic of Ireland.	<ul style="list-style-type: none"> Outline the main sources of the tax principles and rules that underpin the taxation system. Identify the types of direct and indirect taxation. Outline each of the PAYE and the self-assessment systems of income tax. Describe the role and powers of the Office of the Revenue Commissioners. Outline revenue audit procedures. Analyse ethical issues and dilemmas that may arise in the context of personal or business taxation.
2. Be able to apply the principles and rules that govern income tax the Republic of Ireland.	<ul style="list-style-type: none"> Assess an individual's income tax circumstances based on 'residence' 'ordinary residence' and 'domicile'. Specify the relevant scope and basis of assessment for each Schedule D, E and F income. Calculate benefits in kind for inclusion in income tax computations. Calculate taxable income for Schedules D, E and F classes of income for an individual and a married couple/civil partnership. Apply relevant tax credits, deductions, reliefs, allowances and exemptions. Explain the scope of PRSI for classes A and S. Explain the scope of USC. Calculate PRSI and USC liabilities for individuals. Prepare personal income tax computations for an individual and a married couple/civil partnership (including PRSI and USC liabilities).

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
3. Be able to apply the principles and rules that govern capital gains tax in the Republic of Ireland.	<ul style="list-style-type: none"> Assess an individual's capital gains tax circumstances based on 'residence', 'ordinary residence' and 'domicile'. Explain the basis of the charge to capital gains tax on Irish resident individuals and companies. Explain the capital gains tax implications of transactions between spouses. Calculate a chargeable gain or an allowable loss for an individual and a married couple/civil partnership. Apply relevant deductions, allowances, reliefs and exemptions. Prepare a capital gains tax computation for an individual and a married couple/civil partnership. Outline the administrative requirements to remain tax compliant with regard to capital gains tax.
4. Be able to apply the principles and rules that govern the taxation of business profits in the Republic of Ireland.	<ul style="list-style-type: none"> Explain the badges of trade. Calculate assessable income or an allowable loss from trades and professions (Schedule D Case I/II). Apply commencement and cessation rules for Schedule D Case I/II income. Calculate capital allowances for plant and machinery (including balancing allowances and charges). Explain the scope and operation of the corporation tax system as it applies to corporate entities. Explain the basis of assessment for corporation tax. Prepare a corporation tax computation. Apply relevant reliefs, deductions and exemptions. Apply the corporation tax rules that are particular to close companies. Outline the administrative requirements to remain tax compliant with regard to corporation tax.
5. Be able to apply the principles and rules of Value Added Tax (VAT) in the Republic of Ireland.	<ul style="list-style-type: none"> Explain the scope and operation of the VAT system as it applies to commercial transactions. Explain 'taxable person', 'taxable supply' and 'place of supply'. Calculate a VAT liability for a taxable person. Explain the VAT consequences of trade with entities in EU and non-EU jurisdictions. Reconcile VAT returns to financial statements. Outline the administrative requirements to remain tax compliant with regard to VAT.
6. Understand Relevant Contracts Tax (RCT) as it is operated in the Republic of Ireland.	<ul style="list-style-type: none"> Explain the obligations of a principal contractor with regard to payments to sub-contractors. Outline the administrative requirements to remain tax compliant with regard to CRT.

Title	Management Accounting (R/618/0727)	Level	5	Credits	15
Type	Core Curriculum	GLH	50	TMT	200
Assessment	Written Examination	Pass Mark	50%		

Unit Purpose and aim(s):

The aim of this module is to provide learners with understanding and technical competency in the area of costing, planning, control and decision-making in order to support key business functions and activities.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the nature and purpose of management accounting, costing terms and concepts	<ul style="list-style-type: none"> Outline the role of management accounting in support of decision-making. Distinguish between management accounting and financial accounting. Explain cost centres, cost drivers, cost classifications and coding systems.
2. Be able to apply the principles of cost accumulation for profit and inventory measurement purposes.	<ul style="list-style-type: none"> Describe cost behaviours and concepts of cost accumulations. Calculate materials costs, labour costs and overhead costs. Contrast the traditional approach to overheads and the activity-based approach to overheads. Prepare job, batch and service cost calculations. Demonstrate the principles of process costing. Calculate contribution and profit using marginal costing techniques. Compare marginal costing and absorption costing techniques.
3. Be able to apply the principles of standard costing for planning and control purposes.	<ul style="list-style-type: none"> Explain the concept of standard costing. Outline the advantages and disadvantages of standard costing. Calculate standard costs using absorption and marginal costing. Calculate individual variances from standards for materials, labour, overheads and sales. Analyse variances for reconciliation and reporting purposes.
4. Be able to apply the principles of budgeting for planning and control purposes.	<ul style="list-style-type: none"> Explain the principles of budgetary planning and control (including the limitations of budgeting). Prepare operational budgets for sales, production, materials, labour and overheads. Prepare budgeted financial statements. Prepare cash budgets. Prepare flexible budgets.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
5. Be able to apply cost-volume-profit techniques for decision-making purposes.	<ul style="list-style-type: none"> • Explain how cost-volume-profit techniques can assist decision-making. • Calculate contribution, breakeven, margin of safety, target profit. • Apply cost-volume-profit techniques to single product and multi-product scenarios. • State the assumptions that underpin cost-volume-profit analysis.
6. Be able to apply relevant costing techniques for decision-making purposes.	<ul style="list-style-type: none"> • Explain how relevant costing can assist in decision-making. • Give examples of relevant, sunk and opportunity costs. • Calculate relevant costs for non-routine decisions such as special pricing decisions, make or buy decisions, product continuation/discontinuation decisions. • Apply relevant costing techniques to limiting factor scenarios.

Title	Financial Data Management (Y/618/0728)	Level	5	Credits	15
Type	Core Curriculum	GLH	60	TMT	150
Assessment	Practical Examination	Pass Mark	50%		
Unit Purpose and aim(s): The overall aim of this module is to provide learners with an understanding of data management and analysis and the practical skills to apply software techniques and methods in support of financial accounting, management accounting and taxation.					

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand data management and data analytics	<ul style="list-style-type: none"> Outline the nature and characteristics of big data. Describe the opportunities and threats associated with the emergence of big data. Describe data visualisation techniques. Explain how data analytics tools assist the work of accountants and accounting technicians. Assess the ethical issues associated with big data, data visualisation and data analytics.
2. Understand the technological environments in which accountancy professionals work.	<ul style="list-style-type: none"> Describe the evolving technological environments that are applicable to the work of accountancy professionals. Explain how the roles of accountancy professionals are evolving in response to technological developments.
3. Be able to apply software features and functionality for financial accounting.	<ul style="list-style-type: none"> Demonstrate how software features and functionality assist financial accounting and reporting activities: Account for a range of transactions and events. Prepare and present financial statements in accordance with the requirements of FRS 102 and Companies Acts legislation. Analyse and interpret financial statements.
4. Be able to apply software features and functionality for management accounting.	<ul style="list-style-type: none"> Demonstrate how software features and functionality assist management accounting activities: Apply the principles of cost accumulation for profit and inventory management purposes. Apply the principles of standard costing for planning and control purposes. Apply the principles of budgeting for planning and control purposes. Apply cost-volume-profit techniques for decision-making purposes. Apply relevant costing techniques for decision-making purposes.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
5. Be able to apply software features and functionality for taxation.	<ul style="list-style-type: none"> • Demonstrate how software features and functionality assist taxation activities: • Apply principles and rules that govern income tax. • Apply principles and rules that govern capital gains tax. • Apply principles and rules that govern the taxation of business profits. • Apply principles and rules of Value Added Tax.

5.3 Work-Based Modules

Title	Work Practice (D/618/0729)	Level	4	Credits	25
Type	Work-Based	GLH	210	TMT	250
Assessment	Four Work-Based Assignments (each WBA is 25% of the marks for the module)	Pass Mark	50% (Must achieve at least a Pass in all WBAs)		

Unit Purpose and aim(s):

The aim of this module is to provide learners with an opportunity to apply, consolidate and extend the knowledge and skills gained from the four Level 4 Core Curriculum modules within the workplace environment.

Work-Based Learning

Learners are required to complete a programme of Work-Based Learning. This programme, set out in training plans, maps to the following learning outcomes within the Core Curriculum modules.

Financial Accounting

LO2: Be able to account for a range of transactions and events.

LO3: Be able to identify errors and correct them, reconcile bank accounts and extract a trial balance from an accounting ledger.

LO4: Be able to prepare basic financial statements for a sole trader, partnership and limited liability company.

LO5: Be able to apply spreadsheet methods to assist with preparation of basic financial statements.

Taxation (NI or ROI)

For jurisdiction, read Northern Ireland OR the Republic of Ireland.

LO1: Understand the administration of taxation in jurisdiction.

LO2: Be able to apply the principles and rules that govern income tax in jurisdiction.

LO3: Be able to apply the rules of the 'Pay As You Earn' (PAYE) system in jurisdiction.

LO4: Be able to apply the principles and rules of Value Added Tax (VAT) in jurisdiction.

Business Management

LO1: Understand business organisations and functions.

LO2: Understand information systems in business organisations with a particular focus on accounting information systems and emerging technologies.

LO3: Understand leadership and management.

LO4: Understand corporate governance, social responsibility and professional ethics.

Business Law (NI or ROI)

For jurisdiction, read Northern Ireland OR the Republic of Ireland.

LO2: Understand the principles of company law in jurisdiction.

LO3: Understand the principles of the laws of contract, tort, employment, agency, consumer and data protection in jurisdiction.

Assessment

Learners are required to complete four Work-Based Assignments(WBAs). There are two WBAs on Financial Accounting and two WBAs on Business Management. There are no WBAs on Taxation or Business Law however the training plans for these areas must be completed and signed off.

Each WBA is mapped to specific learning outcomes. This mapping is detailed in the Work Practice Module: Work-Based Assignments document.

Title	Advanced Work Practice (R/618/0730)	Level	5	Credits	35
Type	Work-Based	GLH	310	TMT	350
Assessment	Four Work-Based Assignments (each WBA is 25% of the marks for the module)	Pass Mark	50% (Must achieve at least a Pass in all WBAs)		

Unit Purpose and aim(s):

The aim of this module is to provide learners with an opportunity to apply, consolidate and extend the knowledge and skills gained from the four Level 5 Core Curriculum modules within the workplace environment.

Work-Based Learning

Learners are required to complete a programme of Work-Based Learning. This programme, set out in training plans, maps to the following learning outcomes within the Core Curriculum modules.

Advanced Financial Accounting

- LO1: Understand the conceptual and regulatory environments in which financial statements are prepared.
- LO2: Be able to apply the principles of good corporate governance and professional ethics to financial accounting and financial reporting scenarios.
- LO3: Be able to account for a range of transactions and events.
- LO4: Be able to prepare and present financial statements in accordance with the requirements of FRS 102 and Companies Acts legislation.
- LO5: Be able to analyse and interpret financial statements.

Advanced Taxation (NI or ROI)

For jurisdiction, read Northern Ireland OR the Republic of Ireland.

- LO1: Understand the administration of taxation in jurisdiction.
- LO2: Be able to apply the principles and rules that govern income tax in jurisdiction.
- LO3: Be able to apply the principles and rules that govern capital gains tax in jurisdiction.
- LO4: Be able to apply the principles and rules that govern the taxation of business profits in jurisdiction.
- LO5: Be able to apply the principles and rules of Value Added Tax (VAT) in jurisdiction.
- LO6: (ROI): Understand Relevant Contracts Tax (RCT) as it is operated in the Republic of Ireland.
- LO6: (NI): Understand the Construction Industry Scheme (CIS) as it is operated in Northern Ireland.

Management Accounting

- LO2: Be able to apply the principles of cost accumulation for profit and inventory measurement purposes.
- LO3: Be able to apply the principles of standard costing for planning and control purposes.
- LO4: Be able to apply the principles of budgeting for planning and control purposes.
- LO5: Be able to apply cost-volume-profit techniques for decision-making purposes.
- LO6: Be able to apply relevant costing techniques for decision-making purposes.

Financial Data Management

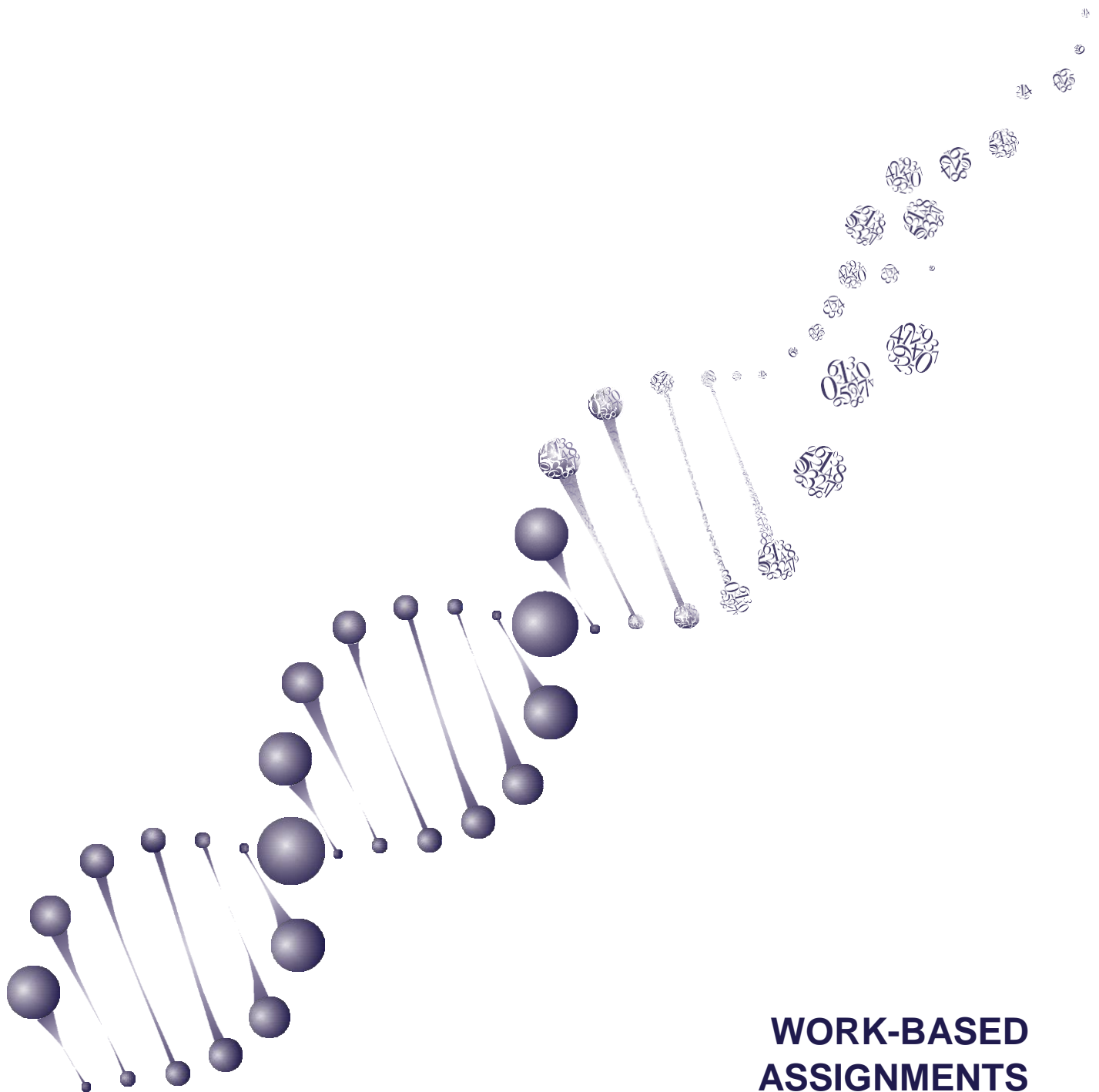
- LO1: Understand data management and data analytics
- LO2: Understand the technological environments in which accountancy professionals work.
- LO3: Be able to apply software features and functionality for financial accounting.
- LO4: Be able to apply software features and functionality for management accounting.
- LO5: Be able to apply software features and functionality for taxation.

Assessment

Learners are required to complete four Work-Based Assignments(WBAs). There are two WBAs on Advanced Financial Accounting and two WBAs on Financial Data Management. There are no WBAs on Advanced Taxation or Management Accounting however the training plans for these areas **must** be completed and signed off.

Each WBA is mapped to specific learning outcomes. This mapping is detailed in the *Advanced Work Practice Module: Work-Based Assignments* document.

Work Practice Module



WORK-BASED ASSIGNMENTS

Overview of Requirements

The Work Practice module requires submission of four Work-Based Assignments (WBAs) as follows:

- Financial Accounting Work-Based Assignment 1
- Financial Accounting Work-Based Assignment 2
- Business Management Work-Based Assignment 1
- Business Management Work-Based Assignment 2

The learner briefs/requirements and marking guides for each of the WBAs follow in this document.

Grading

To achieve the Work Practice module, learners must obtain at least a Pass (50%) in each of the WBAs. If a Pass is not achieved in a WBA, the WBA may be resubmitted.

The WBAs are equally weighted, each representing 25% of the marks available for the module. An overall mark (out of 100) and grade will be awarded for the module as follows:

- Pass - 50% to 64%
- Merit – 65% to 79%
- Distinction – 80% +

Mapping to Learning Outcomes

The WBAs map to the following learning outcomes within the related Core Curriculum modules:

Financial Accounting – Learning Outcomes	FA WBA 1	FA WBA 2
LO2 - Be able to account for a range of transactions and events.	X	
LO3 - Be able to identify errors and correct them, reconcile bank accounts and extract a trial balance from an accounting ledger.	X	X
LO4 – Be able to prepare basic financial statements for a sole trader, partnership and limited liability company.		X
LO5 - Be able to apply spreadsheet methods to assist with preparation of basic financial statements.		X

Business Management – Learning Outcomes	BM WBA 1	BM WBA 2
LO1 - Understand business organisations and functions.	X	
LO3 – Understand leadership and management	X	
LO4 – Understand corporate governance, social responsibility and professional ethics		X

FINANCIAL ACCOUNTING WORK-BASED ASSIGNMENT 1

Learner Brief

Your manager has asked you to provide a *Quick Guide* to the accounting system, practices and processes used within your organisation for a new member of staff within the finance department. You have been asked to cover the eight areas outlined below. Your manager has provided some guidance on what should be included and encouraged you to use visuals (such as screen shots, diagrams) to bring your *Quick Guide* to life.

Accounting system (max 150 words)

Provide an overview of the main accounting system (software) used within your organisation e.g. how it is structured (different modules/ledgers), features and capabilities.

Recording supplier invoice (max 100 words)

Use a 'real-life' example, to explain how a supplier invoice is processed and recorded in the accounting system. Your explanation should include: the process from receipt of invoice, how the invoice (and settlement of the invoice) is recorded in the accounting system including the accounts debited/ credited, vat treatment and filing.

Recording income item (max 100 words)

Use a 'real-life' example, to explain how an income item* is processed and recorded in the accounting system. Your explanation should include: the process from receipt of order/payment (as applicable), how the income item is recorded in the accounting system including the accounts debited/credited, vat treatment and filing.

*You have a choice of income items e.g. sales (credit or cash), grant received, fees charged

Recording salaries and wages (max 100 words)

Use a 'real-life' example, to explain how salaries and wages amounts are recorded in the accounting system. Your explanation should include: the source of the amounts for salaries and wages (e.g. the system / module they are extracted from), the accounts debited/credited and treatment of amounts due to Revenue services

Month end procedures (max 150 words)

Provide an overview of **two**-month end (or period end) procedures*. You should explain why these are carried out and what they involve.

* For example, bank reconciliation, extraction of trial balance, journal entries, production of reports for managers etc.

Accounting errors (max 150 words)

Give examples of **three** types of accounting errors that can occur. You should categorise each error and explain how each were (or would be) discovered and corrected.

Fixed asset register (max 150 words)

Use a visual extract from the organisation's fixed asset register, to explain the purpose and contents of the fixed asset register (including explaining the depreciation calculations). You should use **two** different types of assets within the fixed asset register as examples.

Working accurately and efficiently (max 150 words)

Based on your own experience, provide an assessment of the knowledge, skills and behaviours that a person needs to enter transactions in the accounting system accurately and efficiently.

Learner Guidance

Your organisation's main accounting system may be an accounting package or an Excel spreadsheet. Regardless of the type of system, you should be able to cover all the areas required. Please pay attention to the maximum word count for each area.

As outlined in the learner brief, your explanations should be based on 'real-life' examples and include visuals such as screenshots from your accounting system. [You should redact your visuals as appropriate e.g. blank out supplier names].

You should submit one document covering all the areas required.

FINANCIAL ACCOUNTING WORK-BASED ASSIGNMENT 1 (MARKING SCHEME)

This assignment is marked out of 50. The marks are broken down as follows:

1. Accounting system (6 marks)
2. Recording supplier invoice (4 marks)
3. Recording income item (4 marks)
4. Recording salaries and wages (4 marks)
5. Month end procedures (6 marks)
6. Accounting errors (6 marks)
7. Fixed asset register (6 marks)
8. Working accurately and efficiently (6 marks)
9. Presentation (8 marks)

General Guidance

The responses to this assignment will vary. Learners should be marked for the quality of their description /explanations and should not be penalised for not mentioning features e.g. control accounts that are not part of their organisation's systems, practices or processes.

Guidance on marking item 1 (Description)

Marks	Descriptor
0-2	Fails to meet the requirement. Description is too brief, confusing or includes information that is clearly incorrect.
3 (Pass)	Description is generally <i>good</i> (reasonably clear and most expected areas covered).
4	Description is generally <i>very good</i> (clear and all/most expected areas covered).
5	Description is generally <i>excellent</i> (clear throughout, good level of detail, all expected areas covered).
6	Description is <i>consistently excellent</i> with some elements <i>exceptionally</i> well-described

Guidance on marking items 2-4 (Explanation)

NB If no visuals are included for these items the highest mark that should be awarded is 2 (Pass).

Marks	Descriptor
0-1	An explanation is not given (0 marks) or is insufficient / unclear/ incorrect (1 mark).
2 (Pass)	Explanation is <i>good</i> (clear, correct and reasonably comprehensive).
3	Explanation is <i>very good</i> (clear, correct, comprehensive, illustrated).
4	Explanation is <i>excellent</i> (clear, correct, well-expressed, fully complete, illustrated).

Guidance on marking items 5-7 (Explanation)

NB If no visual is provided for item 7, the highest mark that should be awarded is 3 (Pass). Visuals are not a requirement for items 5 and 6 but, where included, they may enhance the quality of the explanations (and hence marks awarded).

Note the number of examples required for each item.

Marks	Descriptor
0-2	Fails to meet the requirement. Some (or all) required content is missing. Explanations are poor or clearly incorrect.
3 (Pass)	Required number of examples included. Explanations are generally <i>good</i> (clear, correct and reasonably comprehensive)
4	Explanations are generally <i>very good</i> (clear, correct and comprehensive).
5	Explanations are generally <i>excellent</i> (clear, correct, well-expressed, fully complete)
6	Explanations are <i>consistently excellent</i> across required number of examples with some <i>exceptional</i> elements.

Guidance on marking items 8 (Assessment)

Marks	Descriptor
0-2	Fails to meet the requirement. Too brief or clearly incorrect.
3 (Pass)	Generally <i>good</i> level of assessment. May lack balance across knowledge, skills, behaviours.
4	Generally, <i>very good</i> level of assessment. Reasonable number of examples across knowledge, skills and behaviours.
5	Generally <i>excellent</i> level of assessment. Good number of examples across knowledge, skills and behaviours and good depth.
6	<i>Consistently excellent</i> level of assessment with some <i>exceptional</i> perceptions / insights

Guidance on marking item 9 (Presentation)

There are 8 marks available for presentation which should be awarded as follows:

- 0-2 marks for overall presentation of the assignment including use of headings
- 0-2 marks for the **number** of visuals used
- 0-4 marks for the **quality** of the visuals used

FINANCIAL ACCOUNTING WORK-BASED ASSIGNMENT 2

Learner Brief

This assignment requires the completion of two tasks based on the review of a set of financial statements and the associated accounts preparation schedules (files /spreadsheets).

Part A

You are required to:

- Review the accounts preparation schedules and identify **four** different types of adjustments made to trial balance figures.
- Prepare an explanatory note on each of these adjustments covering:
 - The nature of the adjustment and why required (for example, explain what depreciation is and why assets are depreciated, the depreciation method used and why the trial balance needs adjusted for depreciation at year end)
 - The 'double entry' for the adjustment (debits and credits) and the effect on trial balance figures i.e. balances on relevant accounts before and after the adjustments
- Give examples and assess the extent to which the use of spreadsheets (or other applications) has assisted the accounts preparation process

(estimated word count 500-600)

Part B

You are required to review the financial statements and prepare a briefing note on the income statement (or equivalent) and the statement of financial position (or equivalent). Your briefing note should cover:

- A statement of the purpose of each statement
- An explanation of the different areas (contents) of each statement (identified/ illustrated using figures from the financial statements)
- An explanation of how the statements 'fit together' (illustrated using figures from the financial statements)

NB you are not required to analyse or interpret the account figures

(estimated word count 500-600)

Learner Guidance

You may choose a set of financial statements that you have prepared or that have been prepared by others in your organisation. For example, you may use your organisation's own financial statements. **Please note you will require access to the underlying accounts preparation schedules (files / spreadsheet) to complete Part A of this assignment.**

Your Mentor (or others) may assist you in reviewing the financial statements and the accounts preparation schedules (including identification of the different adjustments made). You may also discuss the accounts preparation process with your Mentor including how spreadsheets (or other applications) have assisted the process. **However, you must complete the assignment tasks independently.**

You should submit one document covering Part A and B tasks. You should also submit the financial statements reviewed and relevant extracts from the accounts preparation schedules with figures highlighted (these may be anonymised /redacted as necessary).

FINANCIAL ACCOUNTING WORK-BASED ASSIGNMENT 2 (MARKING SCHEME)

Overview

This assignment is marked out of 65. The marks are broken down as follows:

1. Accounting adjustments (7 marks for each – total 28 marks)
2. Use of spreadsheets (8 marks)
3. Purpose of each statement and how the statements fit together (6 marks)
4. Explanation of the two statements (10 marks for each – total 20 marks)
5. Presentation (3 marks)

Guidance on marking item 1

Each *accounting adjustment* should be marked separately i.e. there is no compensation. For each *accounting adjustment*, there are 4 marks available for the *nature of the adjustment and why required* and 3 marks available for the *double entry and effect on trial balance*.

Marks	Descriptor
<i>Nature of the adjustment and why required</i>	
0-1	An explanation is not given (0 marks) or is insufficient / unclear (1 mark).
2 (Pass)	Explanation is <i>good</i> (clear, correct and reasonably comprehensive)
3	Explanation is <i>very good</i> (clear, correct and comprehensive)
4	Explanation is <i>excellent</i> (clear, correct, well-expressed and fully complete)
<i>Double entry and effect on trial balance figures</i>	
0	Not answered or is completely incorrect
1	Either the double entry or effect on trial balance figures is correct
2 (Pass)	Both the double entry and effect on trial balance figures are correct
3	Both the double entry and effect on trial balance figures are correct and clearly presented i.e. some text to accompany figures

Guidance on marking item 2

Marks	Descriptor
0-3	Fails to meet the requirement. There are no (or few) examples given and /or there is no or limited assessment of contribution.
4 (Pass)	Examples are provided. Assessment of contribution is generally <i>good</i> (reasonable depth).
5-6	Assessment of contribution is generally <i>very good</i> (5 marks) with reference to a range of different examples (6 marks).
7-8	Assessment of contribution is <i>excellent</i> with reference to a range of different examples (7 marks) and some consideration of how contribution could be enhanced (8 marks).

Guidance on marking item 3

There are 2 marks available for the *purpose of each statement* and 4 marks available for *how the statements fit together*.

Marks	Descriptor
Purpose of the statements	
0	Purpose not stated or is incorrect
1 (Pass)	Purpose of each is correctly stated (theory)
2	Purpose of each is correctly stated and illustrated i.e. dates included
How the statements fit together	
0 - 1	Explanations not given (0 marks) or are incorrect (1 mark)
2 (Pass)	There is at least one example (such as link between surplus/profit in IS and SFP) and explanation is <i>good</i> (clear and correct).
3	There are at least two examples and explanations are <i>good</i> (clear and correct)
4	There are at least three examples and explanations are <i>very good</i> (clear, correct and comprehensive).

Guidance on marking item 4

The explanations provided for each of the statements should be marked separately. Attention should be paid to three elements: coverage of the different areas of the statement, correctness and clarity of explanations and the use of figures from the statements to assist/enhance the explanations. The following is intended as a guide but cannot cover all scenarios (such as excellent theoretical explanations but no use of figures to illustrate) so some judgement will be required.

Marks	Descriptor
0-4	Fails to meet the requirement. Limited coverage of different areas of the statement. Explanations are generally poor or unclear.
5 (Pass)	Most /all areas covered. Explanations provided are generally <i>good</i> (clear, correct, reasonably comprehensive) and at least some are illustrated. One poor/ incorrect explanation acceptable.
6-7	Most/all areas covered. Explanations provided are generally <i>very good</i> (clear, correct and comprehensive) with some (6 marks) or most (7 marks) illustrated.
8 - 9	All areas covered. Explanations provided are generally <i>excellent</i> (clear, correct, comprehensive, well-expressed) and most (8 marks) or all (9 marks) illustrated.
10	Explanations provided are <i>consistently excellent</i> with some <i>exceptional</i> elements.

Guidance on marking item 5 (Presentation)

There are up to 3 marks available for overall presentation of the assignment including appropriate layout and use of headings (Parts A and B) and/or sub-headings for the various tasks.

BUSINESS MANAGEMENT WORK-BASED ASSIGNMENT 1

Learner Brief

You are required to produce a practical *Welcome Note* for a potential successor to your role that will introduce them to the organisation and the functional team you work in and that will give them some insights to management styles and practice and to team working. In your *Welcome Note* you should:

- State your role and identify the functional team you work in
- Outline the structure of the organisation and illustrate where your functional team / your role sits within this
- Briefly describe the size, role, responsibilities and key activities of the functional team you work in
- Outline the role of other functional teams and explain how/when you might interact with those teams
- State who your manager is
- Analyse how, in practice, your manager plans, organises and controls your work and the work of the wider team
- Analyse different management styles within the organisation (based on your experience and/or discussions with managers)
- Analyse different motivational strategies used by managers and at a corporate level (based on your experience and/or discussions with managers)
- Identify what you consider to be the 'top 6' skills, attitudes or behaviours needed to be an effective team member and explain why you consider these to be important
- Analyse two practical examples of good team work or effective collaborative working between team members (based on your experience or observation of others)

Learner Guidance

Your *Welcome Note* should be between 1200 -1500 words and be written in an informal style using the personal pronoun 'I'. It should convey a positive image of your organisation and the people that work in it. You should use headings to structure your *Welcome Note* and include diagrams where appropriate.

Additional guidance for learners within smaller organisations: The management structure and size of teams may be more limited in smaller organisations. Therefore, when discussing management styles and teamwork you may, if required, include examples from previous employment or voluntary work. Additionally, there may not be functional teams in smaller organisations. In this case, you should outline these functions and explain when/how you might interact with those who carry out these functions.

BUSINESS MANAGEMENT WORK-BASED ASSIGNMENT 1 (MARKING SCHEME)

Overview

There are 45 marks available for the assignment as follows:

1. Organisational structure / work of functional teams (10 marks)
2. How manager plans, organises and controls work (6 marks)
3. Different management styles (6 marks)
4. Motivational strategies (6 marks)
5. Being an effective team member (6 marks)
6. Two team work examples (6 marks)
7. Presentation (5 marks)

Please refer to the learner brief for the detailed requirements paying attention to any command verbs used.

Guidance on marking item 1 (Knowledge and understanding)

Marks	Descriptor
0-4	Fails to meet the requirement. Some (or all) required content is missing or is clearly incorrect.
5 (Pass)	All required content is included. Generally, <i>good</i> knowledge and understanding demonstrated.
6-7	Generally, <i>very good</i> knowledge and understanding demonstrated (6 marks) including <i>very good</i> understanding of interactions with other teams (7 marks).
8-10	<i>Excellent</i> knowledge and understanding demonstrated (8 marks) <i>consistently</i> across all required elements (9 marks) with some <i>exceptional</i> content (10 marks).

Guidance on marking item 5 (Explanation)

Marks	Descriptor
0-2	Fails to meet the requirement. Some (or all) required content is missing i.e. fewer than 6 items. Explanations are poor.
3 (Pass)	All required content is included. Explanations provided are generally <i>good</i> (clear, correct and reasonably comprehensive).
4	Explanations provided are generally <i>very good</i> (clear, correct and comprehensive).
5	Explanations provided are generally <i>excellent</i> (clear, correct, comprehensive, well-expressed and illustrated with examples where appropriate).
6	Explanations provided are <i>consistently excellent</i> with some <i>exceptional</i> elements.

Guidance on marking items 2, 3, 4 and 6 (Analysis)

Marks	Descriptor
0-2	Fails to meet the requirement. Some (or all) required content is missing and /or there is no or limited analysis.
3 (Pass)	All required content is included. Generally <i>good</i> level of analysis (reasonable scope and depth). May be some elements that are more description than analysis.
4	Generally, <i>very good</i> level of analysis (broader scope and appropriate depth).
5	Generally <i>excellent</i> level of analysis with some <i>excellent</i> perceptions/ insights
6	<i>Consistently excellent</i> level of analysis with some <i>exceptional</i> perceptions / insights

Guidance on marking item 7 (Presentation)

There are 5 marks available for presentation which should be awarded as follows:

- 0-3 marks for overall structure(including the use of headings) and style/flow (including use of introductory statements under main headings)
- 0-2 marks for the clarity and quality (appearance) of diagrams used

BUSINESS MANAGEMENT WORK-BASED ASSIGNMENT 2

Learner Brief

A colleague has been invited to participate in a local business forum that is meeting to discuss corporate social responsibility (CSR) and ethical behaviour. As they are fairly new to the organisation, you have been asked to conduct some internal research and produce a *briefing paper* that includes:

- A summary of the organisation's position on CSR (including any statements / policies on CSR)
- A description of current CSR initiatives within the organisation
- An analysis of the views of staff (at least four) on:
 - How important CSR is (and why)
 - The appropriateness and success of current CSR initiatives
 - How current CSR initiatives could be improved and/or what other initiatives could be introduced
- An analysis of how, in practice, ethical behaviour is encouraged within the organisation at a corporate and individual level.
- Two examples of ethical challenges or issues that could arise with an explanation of how these would be handled within your organisation

Learner Guidance

As part of your research you are required to obtain the views of at least four members of staff on CSR. You are advised to develop a questions/answers template to assist the interview process [you are not required to submit this]. You should be prepared to explain during the interview what CSR is and what the current CSR initiatives are as not all staff members may be familiar with this terminology.

Your *briefing paper* should be between 1000-1200 words and include a brief introduction. You should state the number of staff interviewed for their views on CSR but you should not include the names of staff. If you wish to refer to a particular view (or include a quote), a 'first initial' might be used.

Additional guidance for learners within smaller organisations: You may include the views of persons in other organisations if necessary (to reach the minimum of four required).

BUSINESS MANAGEMENT WORK-BASED ASSIGNMENT 2 (MARKING SCHEME)

Overview

There are 45 marks available for the assignment as follows:

1. Organisational position on CSR (4 marks)
2. Current CSR initiatives (6 marks)
3. Importance of CSR (6 marks)
4. Appropriateness / success of current initiatives (6 marks)
5. Improvements /developments (6 marks)
6. Ethical behaviour (6 marks)
7. Examples of ethical issues /challenges (8 marks)
8. Presentation (3 marks)

Please refer to the learner brief for the detailed requirements paying attention to any command verbs used.

Guidance on marking item 1 (Summary)

Marks	Descriptor
0-1	Fails to meet the requirement. Summary is too brief or includes information that is irrelevant or incorrect.
2 (Pass)	Summary is generally <i>good</i> (reasonably clear and reasonably comprehensive).
3	Summary is <i>very good</i> (clear and comprehensive). There should be reference to statements/policies on CSR (or a statement that these don't exist).
4	Summary is <i>excellent</i> (relevant, clear, comprehensive with some contextual information included).

Guidance on marking item 2 (Description)

Learners should not be penalised if there are a low number of CSR initiatives within their organisation. However, where this is the case a greater level of detail would be expected on each initiative.

Marks	Descriptor
0-2	Fails to meet the requirement. Insufficient coverage or initiatives not well-described.
3 (Pass)	Sufficient coverage. Descriptions are generally <i>good</i> (reasonably clear and reasonably comprehensive).
4	Descriptions are generally <i>very good</i> (clear and reasonably comprehensive)
5	Descriptions are generally <i>excellent</i> (clear and comprehensive with some detailed information e.g. date introduced, statistics).
6	Descriptions are <i>consistently excellent</i> with some <i>exceptional</i> elements.

Guidance on marking items 3 -6 (Analysis)

Marks	Descriptor
0-2	Fails to meet the requirement. Insufficient coverage (too brief) or there is no or limited analysis.
3 (Pass)	Sufficient coverage. Generally <i>good</i> level of analysis (reasonable scope and depth). May be some elements that are more description than analysis.
4	Generally, <i>very good</i> level of analysis (broader scope and appropriate depth).
5	Generally <i>excellent</i> level of analysis with some <i>excellent</i> perceptions/ insights
6	<i>Consistently excellent</i> level of analysis with some <i>exceptional</i> perceptions / insights

Guidance on marking item 7 (Explanation)

Two examples of ethical issues/challenges are required. Each example should be marked separately (4 marks for each).

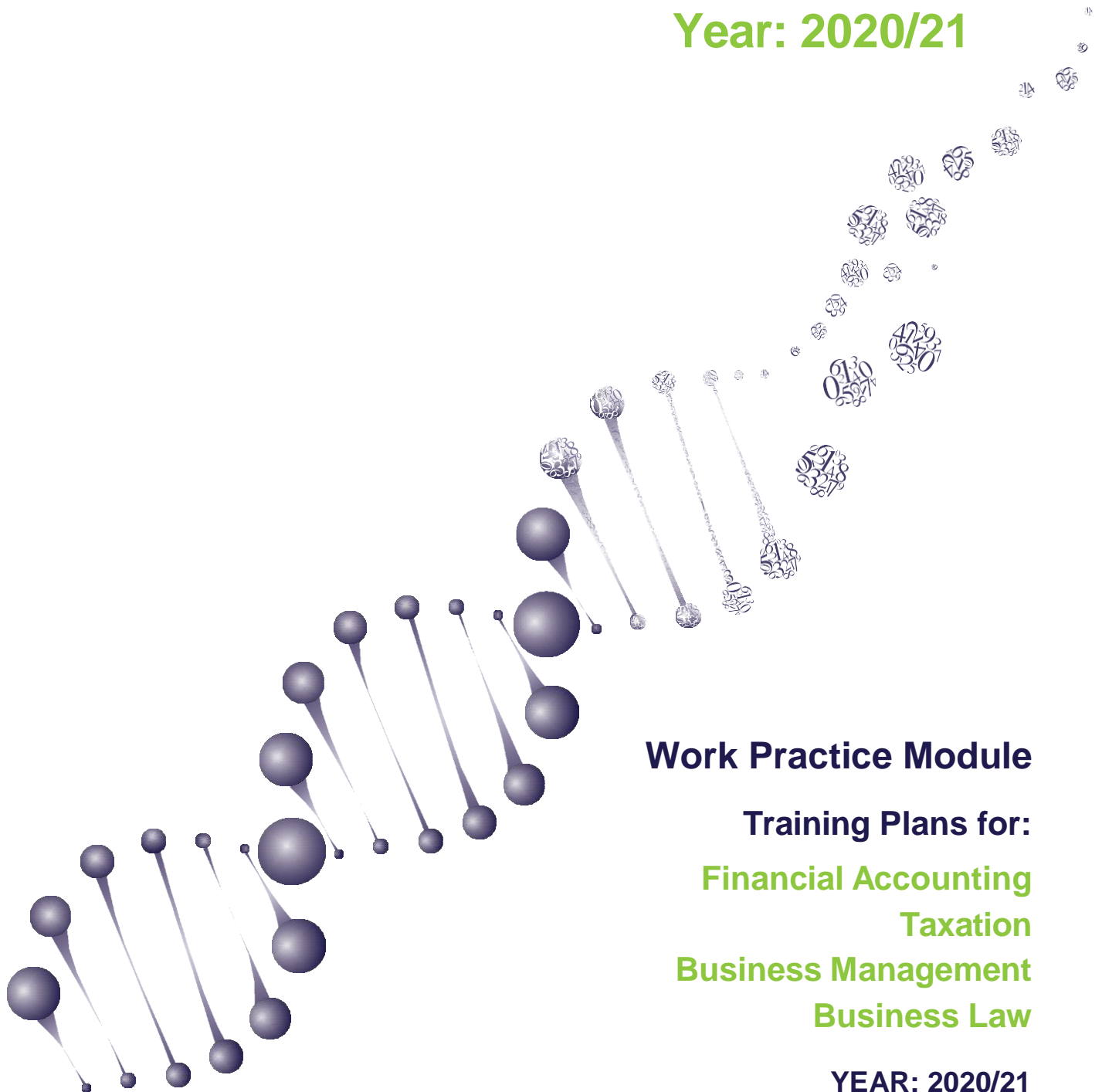
Marks	Descriptor
0-1	Fails to meet the requirement. Irrelevant example or explanation too brief / poor.
2 (Pass)	Explanation is generally <i>good</i> (clear, correct and reasonably comprehensive).
3	Explanation is <i>very good</i> (clear, correct and comprehensive).
4	Explanation is <i>excellent</i> (clear, correct, comprehensive, well-expressed, displaying good insight).

Guidance on marking item 8 (Presentation)

There are 0-3 marks available for overall structure (including the use of headings) and style/flow (including the brief introduction required).

ATI Level 5 Diploma for Accounting Technicians

Year: 2020/21



Work Practice Module

Training Plans for:

Financial Accounting

Taxation

Business Management

Business Law

YEAR: 2020/21

Introduction to Training Plans

Work-Based learning (WBL) is an essential and important element of the **ATI Level 5 Diploma for Accounting Technicians** enabling learners to consolidate, apply and enhance their Core Curriculum learning within a workplace environment. Each Core Curriculum module of the **ATI Level 5 Diploma for Accounting Technicians** has a WBL requirement. The WBL requirements are consolidated within two Work-Based modules – *Work Practice* (Level 4) and *Advanced Work Practice* (Level 5) - and detailed in training plans which also serve as a tool for planning and recording WBL.

This document includes training plans for: **Financial Accounting, Taxation, Business Management and Business Law** i.e. those Core Curriculum modules whose WBL requirement is included with the *Work Practice* module. Each training plan includes:

- Estimated hours for WBL
- The learning content that is **expected** to be covered (mapped to specific learning outcomes within each Core Curriculum module)
- Suggested learning methods
- Areas for recording planned and actual completion dates (with signoff)
- Mentor and learner declarations
- Outline details of related Work-Based Assignments (where relevant)

Learning Content and Learning Methods

The training plans set out the learning content that is expected to be covered however the diversity in learner roles and employing organisations is recognised. Training plans should therefore be tailored to individual learners with consideration given to the nature of the employing organisation's business, the business knowledge / skills required and any specific learning needs i.e. gaps in learner knowledge or skills. This may mean that more time is devoted to one area within a training plan than another. Care should however be taken to ensure that there is good coverage of any areas within the training plans that are reflected in Work-Based Assignments.

The training plans also include suggested learning methods. Mentors/ learners should identify those that are most appropriate and workable from the wide range of methods that could be used including:

- On the job: Practical learning through completing normal work tasks (under supervision) with opportunities for feedback
- Discussion: Face-to-face discussions with Mentor or others within the organisation
- Directed learning: Completing E-learning modules or attending training courses
- Directed research: Research using intranet / internet / library facilities on specific topics
- Exposure to the work of others within the organisation: Briefings /observation /job shadowing/ short-term work experience/attending meetings
- Coaching: Workplace coaching on specific topic (usually short-term)
- Project work: Working as part of a team to deliver a project
- Reflective practice: Intentional reflection on work completed a with identification of learning and future learning needs

Work – Based Assignments

There are Work-Based Assignments linked to Financial Accounting and Business Management (two per module). The training plans for these modules are designed to include all of the WBL needed to complete these Work-Based Assignments.

Planning and Recording WBL

It is recommended that the Mentor and learner meet at an early stage to review each training plan and agree a timetable for learning activities. Discussions should take into account, where relevant, the timetable for Core Curriculum learning and for submission of Work –Based Assignments. The tables below can be used to record key dates including the *planned start dates* and *completion dates* for each training plan.

Progress against the plans should be reviewed regularly and the *actual completion dates / initials* (sign off) added within the training plans. When all learning in a training plan has been completed, the Mentor and learner declarations should be signed and dated.

	Planned Submission Date Work-Based Assignments	Planned Start Date Training Plan	Planned Completion Date Training Plan
Financial Accounting			
Taxation			
Business Management			
Business Law			

Planned Meetings	Date
Initial Meeting	
Progress review meeting	
Progress review meeting	
Progress review meeting	
Progress review meeting	
Progress review meeting	
Progress review meeting	
Final review meeting	

TRAINING PLAN FOR WORK-BASED LEARNING (FINANCIAL ACCOUNTING) (90 GUIDED LEARNING HOURS)

Outlined below is the learning content that is **expected** to be covered. As far as possible, this learning should take place 'on the job' using the organisation's accounting system and based on the organisation's accounting policies, practices and processes. However, it is recognised that a learner's role may not naturally encompass all the practical accounting tasks included within this training plan. Where this is the case, it may be helpful to provide opportunities for the learner to observe or review the work of others (who carry out these tasks) and /or provide opportunities for the learner to gain some practical experience performing these tasks.

The content maps to the following learning outcomes within the Financial Accounting module:

- LO2: Be able to account for a range of transactions and events.
- LO3: Be able to identify errors and correct them, reconcile bank accounts and extract a trial balance from an accounting ledger.
- LO4: Be able to prepare basic financial statements for a sole trader, partnership and limited liability company.
- LO5: Be able to apply spreadsheet methods to assist with preparation of basic financial statements.

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO2	<p>Overview of the accounting system* (software) used within the organisation:</p> <ul style="list-style-type: none"> • modules / ledgers (purpose of each & when/how used) • how the modules/ledgers fit together • features and capabilities (e.g. bank reconciliation features, reporting capabilities, maintenance of an audit trail). <p>*Assumed to be cloud-based or computer-based</p>	<p>On the job</p> <p>Discussion</p> <p>Directed research (e.g. system manuals)</p>			
LO2	<p>Practical experience recording different types of accounting transactions and events within the accounting system, such as:</p> <ul style="list-style-type: none"> • income & expenses • assets & liabilities • bank transactions. <p>Consideration of the underlying 'double entry' for different types of transactions and events.</p>	<p>On the job</p> <p>Discussion</p> <p>Reflective practice</p> <p>Exposure to the work of others</p>			
LO2	<p>Organisational policies, practice and processes on recordkeeping to support entries in the accounting system.</p>	<p>On the job</p> <p>Discussion</p>			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO3	Purpose and use of control accounts within the accounting system (e.g. receivables, payables, salaries/wages). Consideration of the 'double entry' for control accounts.	On the job Discussion Reflective practice Exposure to the work of others			
LO3	The regular 'period end' procedures carried out within the organisation (purpose and how performed).	On the job Discussion Exposure to the work of others			
LO3	Process for updating the accounting system with bank account information. Practical experience preparing bank reconciliations.	On the job Discussion Exposure to the work of others			
LO3	Practical experience extracting a trial balance from the accounting system.	On the job Discussion Exposure to the work of others			
LO3	The types of errors/omissions commonly found in the organisation's accounting records (including how discovered). Different methods used for correcting errors / omissions (e.g. reversing transactions, journal entries). Practical experience correcting errors/omissions.	On the job Discussion Exposure to the work of others			
LO4	How the organisation's non-current assets / inventories are accounted for: <ul style="list-style-type: none"> • accounting policies • depreciation/valuation methods used • accounting entries • maintenance of asset registers / inventories. 	On the job Discussion Exposure to the work of others Directed research (e.g. own financial statements)			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO4	<p>The financial statements preparation process from trial balance to final statements including the adjustments commonly required to the trial balance, such as:</p> <ul style="list-style-type: none"> • accruals & prepayments • depreciation • inventory • irrecoverable debts. <p>Practical experience preparing (or assisting with the preparation of) basic financial statements - sole trader, partnership, limited liability company, other (as relevant to the organisation).</p> <p>Format, layout, contents of financial statements including any organisational templates used.</p>	<p>On the job</p> <p>Discussion</p> <p>Exposure to the work of others</p> <p>Directed research (e.g. own financial statements and other examples)</p>			
LO5	<p>Practical experience using spreadsheets for accounting purposes including for preparation of basic financial statements.</p>	<p>On the job</p> <p>Discussion</p> <p>Exposure to the work of others</p>			

DECLARATIONS

I declare that all of the content signed off in the Financial Accounting training plan has been completed.	Learner signature:		Date:	
I declare that all of the content signed off in the Financial Accounting training plan has been completed.	Mentor signature:		Date:	

FINANCIAL ACCOUNTING WORK-BASED ASSIGNMENTS

<p>Assignment 1 - Accounting system, practices and processes</p> <p>Activity Description</p> <ul style="list-style-type: none"> • Produce a <i>Quick Guide</i> to the accounting system, practice and processes within your own organisation. Areas to be covered are specified in the assignment brief. 	<p>Assignment 2 - Preparation of financial statements</p> <p>Activity Description</p> <ul style="list-style-type: none"> • Review a set of existing financial statements and associated accounts preparation documentation and produce an explanatory note. Areas to be covered are specified in the assignment brief.
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TRAINING PLAN FOR WORK-BASED LEARNING (TAXATION – NI OR ROI) (40 GUIDED LEARNING HOURS)

Taxation is a specialised area and therefore it is recognised that exposure to tax in the workplace, particularly the completion of tax computations, will vary between learners. As such, it is to be expected that the scope and depth of Work Based Learning in relation to taxation will also vary between learners. This training plan outlines the learning content that **could potentially be covered**. At a minimum, it should be possible to cover (and potentially expand on) the content against LO1 and LO3.

The content maps to the following learning outcomes within the Taxation module (for *jurisdiction* read Northern Ireland or the Republic of Ireland):

- LO1: Understand the administration of taxation in *jurisdiction*.
- LO2: Be able to apply the principles and rules that govern income tax in *jurisdiction*
- LO3: Be able to apply the rules of the 'Pay As You Earn' (PAYE) system in *jurisdiction*.
- LO4: Be able to apply the principles and rules of Value Added Tax (VAT) in *jurisdiction*.

There are no Work-Based Assignments for Taxation.

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO1	Identification of the taxes that the organisation is subject to / administers including consideration of: <ul style="list-style-type: none"> • who taxes paid to • how / when paid • records/returns required • consequences of non-payment/missing deadlines/failure to keep proper records etc. 	Discussion Directed research Exposure to the work of others			
LO3	Obligations on the organisation re PAYE. Practical operation of PAYE within the organisation: <ul style="list-style-type: none"> • employer registration • common communications to/from Revenue • Revenue forms used (purpose and contents) • internal forms used (purpose and contents) • record-keeping. 	Discussions (Mentor / payroll staff) Directed research			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO3	PAYE calculations (at a minimum calculation of own salary including coverage of all the component parts such as tax codes). Examples of taxable and non-taxable employee benefits.	Discussions (Mentor / payroll staff) Directed research Exposure to the work of others			
LO3	Circumstances in which PAYE employees may be required to complete a personal tax return.	Discussion (Mentor/payroll staff) Directed research			
LO2	<i>Where relevant:</i> Review of income tax computations completed for clients. Practical experience completing income tax computations for clients.	On the job Exposure to the work of others Discussion			
LO4	<i>Where relevant:</i> Obligations on the organisation re VAT. Review of VAT returns submitted by the organisation (including coverage of all the component parts). Practical experience completing VAT returns for the organisation.	On the job Exposure to the work of others Discussion			

DECLARATIONS

I declare that all of the content signed off in the Taxation training plan has been completed.	Learner signature:		Date:	
I declare that all of the content signed off in the Taxation training plan has been completed.	Mentor signature:		Date:	

TRAINING PLAN FOR WORK-BASED LEARNING (BUSINESS MANAGEMENT) (50 GUIDED LEARNING HOURS)

Outlined below is the learning content that is expected to be covered. The content maps to the following learning outcomes within the Business Management module:

- LO1: Understand business organisations and functions.
- LO2: Understand information systems in business organisations with a particular focus on accounting information systems and emerging technologies.
- LO3: Understand leadership and management.
- LO4: Understand corporate governance, social responsibility and professional ethics.

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO1	Nature and context of the organisation (e.g. history, purpose, sector, size, global/regional/local). Optional: Comparison with other organisations.	Discussion Directed research			
LO1	Structure of the organisation (from functional, management, governance perspectives). Optional: Comparison with other organisations.	Discussion Directed research			
LO1	Responsibilities and key activities of each of the main functions of the organisation (e.g. finance, operations, HR, marketing, IT).	Discussion Directed research Exposure to work of others (briefings, job shadowing, inter-departmental project teams)			
LO1	Organisational planning processes including analysis tools used (e.g. SWOT, PESTLE) and planning documents produced. Corporate reporting documents including purpose / content / when and how produced.	Discussion Directed research			
LO1	Organisational stakeholders (including how the organisation interacts with different stakeholder groups).	Discussion Directed research			
LO2	Main information systems used within the organisation and their purpose. Main data sets held within the organisation.	Discussion Directed research On the job			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO2	Information system security and data protection (including any relevant internal policies, procedures and practices). Information system back up and contingency arrangements.	Discussion Directed research On the job			
LO2	Evolution of technologies/applications used for accounting purposes within the organisation including: <ul style="list-style-type: none"> technologies/applications used previously (brief) current technologies / applications including key features and reasons for choice how the role of accountants/ accounting technicians within has evolved with changing technologies / applications. 	Discussion Directed research On the job			
LO2	Potential future developments in the technologies / applications used for accounting (and other purposes) within the organisation including anticipated impacts on: <ul style="list-style-type: none"> the business of the organisation the role of accountants/ accounting technicians 	Discussion			
LO2	Practical experience using current technologies/applications with consideration of: <ul style="list-style-type: none"> contribution to efficiency/effectiveness positive/negative aspects (user perspective) limitations 	On the job Reflective practice Discussion			
LO3	Roles, responsibilities and activities at different levels of management within the organisation: <ul style="list-style-type: none"> senior management middle management frontline management (supervisor). 	Discussion with 3/4 managers [Suggested framework for discussions - planning, organising, staffing, leading and controlling]			
LO3	Management / leadership styles (including those considered to be more effective). Skills needed to be an effective manager. Challenges faced by managers.	Discussion with 3/4 managers Reflective practice (if in a management role)			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO3	Formal/informal groups and teams within the organisation. Skills, attitudes and behaviours needed to be an effective <ul style="list-style-type: none"> team leader team member. Issues that can arise in teams and how these can be resolved.	Discussion Practical experience working in groups / teams Reflective practice Directed research			
LO3	Motivational strategies used within the organisation <ul style="list-style-type: none"> corporate level (e.g. pay / rewards) by individual managers. Effectiveness of different motivational strategies.	Discussion with 2/3 managers Reflective practice (what motivates self and others and why) Directed research			
LO4	Corporate Governance arrangements within the organisation <ul style="list-style-type: none"> structures processes (e.g. risk management) reporting. Optional: Evolution to current arrangements	Discussion Directed research			
LO4	Level of organisational commitment to Corporate Social Responsibility (CSR) Internal policies / practices/ initiatives linked to CSR (both those currently in place and anticipated developments).	Discussion Directed research			
LO4	How ethical behaviour is encouraged within the organisation at a corporate and individual level (including coverage of relevant organisational Ethics Statements or Codes/ policies / practices). Requirements / expectations of relevant regulatory and professional bodies on ethical behaviour.	Discussion Directed research			
LO4	Ethical issues and challenges that have arisen/ may potentially arise at a corporate or individual level (with an emphasis on those relating to accounting).	Discussion Directed research Reflective practice			

DECLARATIONS

I declare that all of the content signed off in the Business Management training plan has been completed.	Learner signature:		Date:	
I declare that all of the content signed off in the Business Management training plan has been completed.	Mentor signature:		Date:	

BUSINESS MANAGEMENT WORK-BASED ASSIGNMENTS

<p>Assignment 1 - Understanding your organisation</p> <p>Activity Description</p> <ul style="list-style-type: none"> Produce a practical Welcome Note for a potential successor to your role. Areas to be covered are specified in the assignment brief. 	<p>Assignment 2 - Corporate Social Responsibility and Ethical Behaviour</p> <p>Activity Description</p> <ul style="list-style-type: none"> Conduct internal research and produce a briefing note for a work colleague on Corporate Social Responsibility and Ethical Behaviour.
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TRAINING PLAN FOR WORK-BASED LEARNING (BUSINESS LAW – NI OR ROI) (30 GUIDED LEARNING HOURS)

Outlined below is the learning content that is expected to be covered. It is recognised however that the majority of the content against LO2 relates to limited companies and therefore may not be directly relevant to learners who do not work in limited companies (or with client organisations that are companies). Where this is the case, learners should cover as much of the learning content as possible by considering similarities (or not) to own context, for example, company meetings v partner meetings.

The content maps to the following learning outcomes within the Business Law module (for *jurisdiction* read Northern Ireland or the Republic of Ireland): :

- LO2: Understand the principles of company law in *jurisdiction*
- LO3: Understand the principles of the laws of contract, tort, employment, agency, consumer and data protection in *jurisdiction*.

There are no work-based assignments for Business Law.

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO2	Legal form of the organisation and legal requirements relating to this. Governing documents of the organisation. Optional: Comparison with another organisation.	Discussion Directed research			
LO2	For companies (<i>adapt to other legal forms where possible</i>): <ul style="list-style-type: none"> • information held on online company register • returns required (including filing dates) • structure of company finance • responsibilities of directors, company secretary and how these are exercised in practice • identity and responsibilities of company auditor • types of company meetings (when held, main procedures). Practical safeguards within the organisation against fraudulent trading, reckless trading and money laundering (where relevant). Optional: Comparison with another organisation.	Discussion Directed research			

	Learning content	Suggested methods	Complete By: (Plan)	Complete By: (Actual)	Learner/Mentor Initials (signoff)
LO3	Examples of contracting scenarios within the organisation (both contracts for obtaining goods/services and providing goods/services). Review of contract documentation (including any standard contract documentation used in the organisation).	Discussion Directed research			
LO3	Consideration of how the law of torts applies to the organisation's activities (focussing on examples of negligence and how the organisation seeks to guard against negligence claims).	Discussion Directed research			
LO3	Difference between contract of service and contract for services (including examples of persons engaged by the organisation on a contract for services basis). Review of own employment contract and relevant HR policies (to consider practical application of employment law).	Discussion (Mentor / payroll staff) Directed research			
LO3	Consideration of any relationships that the organisation has that may be subject to the law of agency (and the implications of this).	Discussion Directed research			
LO3	Consideration of how consumer law applies to the organisation's activities (and the implications of this).	Discussion Directed research			
LO3	Practical arrangements within the organisation to comply with Data Protection legislation.	Discussion (Data Controller) Directed research			

DECLARATIONS

I declare that all of the content signed off in the Business Law training plan has been completed.	Learner signature:		Date:	
I declare that all of the content signed off in the Business Law training plan has been completed.	Mentor signature:		Date:	