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SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 4 Diploma in Accounting and Finance
Qualification No (RQF)	610/0796/1
Unit Name	Accounting in a Business Context
Unit Reference	M/650/2370
No of Credits	20 Credits

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification can be found at <https://qualifi.net/qualifications/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Assignment Question

Task 1 – 125 words

Understand different types of organisational structures.

1.1 Analyse the features, benefits and disadvantages of different organisational structures.

- Key information: To compare and contrast structures, Explanation of structure charts do more than lay out the underlying structure of a company. Charts depict flows – the flow of communication, accountability and authority.
- Matrix organisational structure is that people across different functional areas have a better understanding of their coworkers in other areas. A disadvantage is that employees are responsible to their project team as well as to their functional areas. This can create some conflict.

1.2 Analyse the financial reporting requirements of different types of organisational structures

- Key Information: Explanation of a reporting structure, reference to the interrelationship between various authorities in a company. This is a hierarchal chain of command that clarifies who reports to whom. It clarifies the functions of various employees, including the manager or managers they have to report to, and the departments that they manage.
- Learners must analyse the requirements of each organisational structure and provided a detailed examination of all elements of financial reporting for each.

1.3 Explain the use of Political, Economic, Socio-cultural, Technological, Environmental, Legal (PESTEL) model of business analysis.

- Key Information: PESTLE is an acronym which stands for six external factors affecting your business: political, economic, sociological, technological, legal and environmental.
- Examples should be provided for each element of PESTLE and the learner should explain how each example can have an effect on organisations, for example, in terms of: duration of impact - short term or long term.
- A description without examples is not sufficient to award a pass.

1.4 Analyse, using PESTEL, the external factors that affect organisations.

- Learners may use their own organisation, or an organisation or a case study to apply a PESTLE analysis to that organisation.
- Analysis requires a detailed examination of all elements, a description of the factors along is insufficient, the learner must demonstrate application to achieve a pass.

Task 2 – 175 words

Understand the principles of professional ethics and regulation in accounting.

2.1 Explain the principles of ethical behaviour in accounting.

- Key Information: the five fundamental principles of Integrity, Objectivity, Professional competence and due care, Confidentiality, and Professional behaviour.

2.2 Assess how the principles and legal requirements of confidentiality and data protection affect accounting.

- Key Information: Integrity and confidentiality. processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures”
- Learners must provide examples to demonstrate understanding.
- A description without examples is not sufficient to award a pass.

2.3 Describe the requirements of the UK money laundering regulatory framework.

- Key Information: The UK anti-money laundering regime requirements are set out in the Proceeds of Crime Act 2002 (POCA) (as amended by the Serious Organised Crime and Police Act 2005 (SOCPA)), the Money Laundering, Terrorist Financing and Transfer of Funds (Information on the Payer) Regulations 2017 (MLR 2017) and the Terrorism Act 2000.

2.4 Determine the impact of breaches of ethics on accounting personnel and businesses.

- Key Information: Poor ethics in accounting result not only in increased incidences of criminal activities, but also hurt the business through harming its reputation and rendering their financial statements untrustworthy.
- A description of breaches is insufficient, learners should explain the implications on both accounting personnel and the organisation.

2.5 Explain the role of regulatory accounting bodies.

- Learners may select a regulatory body from a country of their choice – an example could be: The Financial Reporting Council (FRC) promotes transparency and integrity in business. It regulates auditors, accountants and actuaries, and sets the UK's Corporate Governance and Stewardship Codes.

2.6 Assess the benefits and limitations to an organisation of using International Accounting Standards.

- Example: The three main advantages of a single set of international accounting standards are (1) an increased comparability between firms, which reduces investor risk and facilitates cross-border financing and investment; (2) a reduction in the cost of preparing consolidated financial statements for multinational firms.
- Learners must also assess three limitations for an organisation.

Assessment Criteria

- 1.1 Analyse the features, benefits and disadvantages of different organisational structures.
 - 1.2 Analyse the financial reporting requirements of different types of organisational structures
 - 1.3 Explain the use of Political, Economic, Socio-cultural, Technological, Environmental, Legal (PESTEL) model of business analysis.
 - 1.4 Analyse, using PESTEL, the external factors that affect organisations.
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- 2.1 Explain the principles of ethical behaviour in accounting.
 - 2.2 Assess how the principles and legal requirements of confidentiality and data protection affect accounting.
 - 2.3 Describe the requirements of the UK money laundering regulatory framework.
 - 2.4 Determine the impact of breaches of ethics on accounting personnel and businesses.
 - 2.5 Explain the role of regulatory accounting bodies.
 - 2.6 Assess the benefits and limitations to an organisation of using International Accounting Standards.

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments

Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Range	80-100	70-79	60-69	50-59	40-49	35-39	0-34

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
Total Score	220/5 = 44, Basic



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