

**MAPM5029
Management Accounting and Performance
Management
Spring 2018**

Coursework Brief

Handout: 9am, 12 February 2018

Deadline for Submission: 2pm, Thursday 29 March 2018

Submit this coursework through the Student Portal with a Turn-it-in Report

Word Limit: 2,000 words (Plus or minus 10%)

Learning outcomes assessed:

- Critically appraise the means to initiate and use standard costing, budgeting techniques and methods, and control of business risks and uncertainty within the modern organization.
- Critically interpret specialist cost and management accounting techniques to analysing, managing costs and making business decisions.
- Critically synthesise the skills to make short term resource allocation decisions.

This coursework is worth 50% of the total marks for this module.

Coursework Instructions

Please read carefully

- Carefully read the module handbook, the marking criteria and the grade descriptors.

Academic Misconduct

You are responsible for ensuring you understand the policy and regulations about academic misconduct. You must:

- Complete this work alone except where required or allowed by this assignment briefing paper and ensure it has not been written or composed by or with the assistance of any other person.
- Make sure all sentences or passages quoted from other people's work in this assignment (with or without trivial changes) are in quotation marks, and are specifically acknowledged by reference to the author, work and page.

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Assignment Questions

Produce a formal business report regarding the launch of a new business selling goods to UK markets. To support your choice of business, you will select to sell one product you wish to make. State any assumptions you feel necessary to support your report.

The word count of 2,000 words excludes appendices. You must include within the appendices all relevant supporting business planning calculations.

Section A: Written Report

- State your chosen business type, its trading name and what product (ideally manufactured but not necessarily) you intend to sell.

Provide in your own words, background as to the general price of similar goods available in the market, known competitors, assumptions about quantities and cost prices based on research in the market.

Clearly identify a target selling price for your company's product, using supporting arguments from your research of the current market and any other source.

Your product cannot be a service and may be either manufactured or bought fully made ready to sell. (Max 700 words). **(Marks: 20%)**

- Provide in the main body of the report any assumptions you have made about costs, revenue, demand and supply in order for the reader to understand your calculations contained in your operational budgets. This will involve explaining how you calculated the unit costs elements.

Also, provide a brief description of any manufacturing process (supply chain process) you need to go through to get the product to market.

Explain your assumptions about any credit facilities you will use, timing of cash flows and any assumptions to support your Cash flow budget. (Max 900 words). **(Marks: 25%)**

- Provide in the main body of the report an explanation of the assumptions and interpretation for your Break-even point with supporting calculations.

(Marks: 5%)

- Provide a suitable conclusion highlighting the favourable points from your business idea. **(Marks: 10%)**
- Marks will be awarded for innovation, originality of approach, report format, relevant references and quotations from suppliers and all business expenses, their websites, etc., competitive benchmarking and supporting calculations. You will need to show your research in this area. Clear citations and referencing in the Harvard Style. **(Marks: 10%)**

Section B: Calculations – Appendices

- Produce a per unit cost statement for your product, include selling price and a breakeven point in units and pounds. **(Marks: 5%)**
- Prepare a one year Operational budget for each of the cost elements and the production/sales budgets. **(Marks: 15%)**
- Prepare a one year Cash Flow budget. **(Marks: 10%)**

What is expected within students' answers

Thorough understanding and application of relevant ideas
Sound analysis of material
Clear and well referenced argument
Coherent structure and well written
Evidence of independent reading
Spelling, structure & grammar

End of Assignment Brief

DRAFT

Marking Criteria

GENERIC ASSESSMENT MARKING CRITERIA LEVEL 5

			KNOWLEDGE & UNDERSTANDING	INTELLECTUAL & COGNITIVE SKILLS	Graduate Skills: transferable, employability, practical and academic skills
			Factual and conceptual knowledge and understanding; use of class materials; independent reading	Critical thinking; conceptualisation; creativity; synthesis, analysis and evaluation; application; problem solving and research/investigation	Written, oral and presentation skills; interpersonal, group and teamwork skills; leadership skills; numeracy; digital skills; practical, professional and academic skills (including referencing/presentation)
MARKING BAND	MODULE LEARNING OUTCOMES	CLASSIFICATION	WEIGHTED AT 40%	WEIGHTED AT 35%	WEIGHTED AT 25%
86 - 100%	Achieved at this level	FIRST (1ST)	Includes all required factual content, accurately and succinctly summarised.	Well developed, highly relevant, reasoned introduction and conclusions, demonstrating some originality.	Within word count or presentation time.
			Includes relevant factual content only.	Clearly and logically structured material, showing excellent understanding of the discipline.	Accurate spelling, grammar, punctuation, paragraphing.
			Systematic, accurate identification of relevant concepts, theories and/or principles, appropriate to this level.	Information or data selected from a very good range of highly relevant, current primary and secondary sources, and categorised, analysed or evaluated using relevant, methods or techniques.	Professional, fluent writing style, appropriate to the assignment OR professional, engaging, confident, audible and well paced presentation. Excellent use of technical vocabulary, where appropriate.
			Exceptional understanding of factual and conceptual material, relative to this level, including some understanding of the limits to knowledge in this area.	Well developed, coherent arguments, systematically referencing primary and secondary literature, with clear rationale for choices.	Professional visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are accurate, clearly set out, with precise explanations.	Excellent integration of theory and practice, for this level, using appropriate conceptual frameworks.	Correct and systematic use of academic conventions, references and bibliography.
			Independent, wide-ranging, relevant reading and research, from authoritative primary and secondary sources, appropriate to this level.	Excellent application of numerical and statistical methods to defined problems.	Outstanding, consistent, flexible delivery of group work obligations, for this level. Accepts responsibility and ameliorates conflict. Undertakes complex tasks.
				Substantiated, highly relevant recommendations. Excellent awareness of ethical issues, where relevant.	Excellent, well articulated reflection on own strengths and weaknesses in relation to defined professional and practical skills at this level. Identifies required actions.
70 - 85%	Achieved at this level	FIRST (1ST)	Includes all required factual content, accurately summarised.	Well developed, relevant, reasoned introduction and conclusions, demonstrating some originality.	Within word count or presentation time.
			Includes relevant factual content only.	Clearly and logically structured material, showing very good understanding of the discipline.	Accurate spelling, grammar, punctuation, paragraphing.
			Accurate identification of relevant concepts, theories and/or principles, with evidence of a systematic approach, appropriate to this level.	Information or data selected from a good range of relevant, current primary and secondary literature, and categorised, analysed or evaluated using relevant, methods or techniques.	Professional writing style, appropriate to the assignment OR engaging, confident, audible and well paced presentation. Very good use of technical vocabulary, where appropriate.
			Excellent understanding of factual and conceptual material, relative to this level, including some understanding of the limits to knowledge in this area.	Coherent arguments, systematically referencing primary and secondary sources, with clear rationale for choices.	Professional visual presentation, including font, spacing, margins, headings, graphics, images and appendices.

			Calculations are accurate, clearly set out, with very good explanations.	Very good integration of theory and practice, for this level, using appropriate conceptual frameworks.	Correct use of academic conventions, references and bibliography.
			Independent, relevant reading and research, from authoritative primary and secondary sources, appropriate to this level.	Very good application of numerical and statistical methods to defined problems.	Very good, consistent, flexible delivery of group work obligations, for this level. Accepts responsibility and ameliorates conflict. Undertakes complex tasks.
				Substantiated relevant recommendations. Very good awareness of ethical issues, where relevant.	Very good, well articulated reflection on own strengths and weaknesses in relation to defined professional and practical skills at this level. Identifies required actions.
60 - 69%	Achieved at this level	UPPER SECOND (2:1)	Includes most required factual content, mostly accurately summarised.	Relevant and valid introduction and conclusions.	Within word count or presentation time.
			Includes relevant factual content only.	Clearly structured material, with some gaps in logic, but showing understanding of the discipline.	Mostly accurate spelling, grammar, punctuation, paragraphing.
			Mainly accurate identification of relevant concepts, theories and/or principles, appropriate to this level.	Information or data selected from mainly relevant primary and secondary sources, and categorised, analysed or evaluated using relevant methods or techniques but with minor gaps or misunderstandings.	Mainly fluent writing style, appropriate to the assignment OR mainly engaging, audible and well paced presentation. Good use of technical vocabulary, where appropriate.
			Very good understanding of factual and conceptual material, relative to this level, showing some appreciation of the limits of knowledge in this area.	Mostly coherent arguments, with some perceptive points, referencing well selected primary and secondary literature.	Mostly professional visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are mainly accurate, clearly set out, with good explanations.	Good integration of theory and practice, for this level, using appropriate conceptual frameworks.	Mostly correct use of academic conventions, references and bibliography.
			Independent reading and research from a range of mostly authoritative primary and secondary sources, appropriate to this level.	Mainly good application of numerical and statistical methods to defined problems, with some gaps, errors or misunderstandings.	Consistent delivery of group work obligations, for this level. Some ability to accept responsibility and modify responses. Undertakes non-routine tasks.
				Some relevant recommendations. Satisfactory awareness of ethical issues, where relevant.	Clear reflection on own strengths and weaknesses in relation to defined professional and practical skills. Partial identification of required actions.
50 - 59%	Achieved at this level	LOWER SECOND (2:2)	Includes essential required factual content, but with some gaps or misunderstandings.	Satisfactory introduction and conclusions.	Within 10% of word count or presentation time.
			Includes some irrelevant factual content.	Mostly clearly structured material, with some gaps in logic.	Some mistakes in spelling, grammar, punctuation, paragraphing.
			Adequate identification of relevant concepts, theories and/or principles, appropriate to this level.	Information or data selected from mainly secondary sources, and categorised, analysed or evaluated using mostly relevant methods or techniques but with gaps or misunderstandings.	Writing style is appropriate but not always fluent OR a presentation that is not always engaging, audible or well paced. Some use of technical vocabulary, where appropriate.
			Satisfactory understanding of factual and conceptual material, relative to this level, showing basic appreciation of the limits of knowledge in this area.	Satisfactory arguments, referencing mostly secondary literature.	Appropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations may have some inaccuracies, or issues relating to set out and explanation.	An adequate attempt to relate theory to practice, for this level.	Inconsistent use of academic conventions, references and bibliography.
			Adequate independent reading and research from mostly secondary sources, appropriate to this level.	Adequate application of numerical and statistical methods to defined problems, with some gaps or	Inconsistent delivery of group work obligations, for this level. Some awareness of responsibility and options.

				errors.	
				Basic recommendations. Satisfactory awareness of ethical issues, where relevant.	Some evaluation of own strengths and weaknesses in relation to defined professional and practical skills. Limited identification of required actions.
40 - 49%	Marginal achievement at this level	THIRD (3RD)	Includes limited required factual content, with many gaps or inaccuracies.	Basic introduction and conclusions.	Within 10% of word count or presentation time.
			Includes considerable irrelevant factual content.	Unevenly structured material, with many gaps in logic.	Frequent mistakes in spelling, grammar, punctuation, paragraphing.
			Some identification of relevant concepts, theories and/or principles, appropriate to this level.	Information or data selected from secondary sources, and poorly categorised, analysed or evaluated using inappropriate methods or techniques.	Awkward or inappropriate writing style OR a presentation that is not engaging, audible or well paced. Does not use technical vocabulary, where appropriate.
			Basic understanding of factual and conceptual material, relative to this level, showing very limited appreciation of the limits of knowledge in this area.	Sense of emerging argument, mainly descriptive or personal opinion, with limited and superficial reference to literature. Negligible use of primary literature.	Inappropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are often inaccurate, with many issues relating to set out and explanation.	Little attempt to relate theory to practice, using appropriate conceptual frameworks.	Inconsistent or incomplete use of academic conventions, references and bibliography.
			Basic independent reading and research from secondary sources, appropriate to this level.	Weak application of numerical and statistical methods to defined problems, with many gaps or errors.	Unreliable delivery of group work obligations, for this level. Limited awareness of options.
				Confused recommendations. Little awareness of ethical issues, where relevant.	Limited reflection on own strengths and weaknesses in relation to defined professional and practical skills.
30 - 39%	Marginal failure at this level	FAIL. POSSIBLE COMPENSATION.	Includes insufficient required factual content, with significant gaps or inaccuracies.	Incoherent or irrelevant introduction and conclusions.	More than 10% outside word count or presentation time.
			Includes substantial irrelevant factual content.	Incoherently structured material.	Serious mistakes in spelling, grammar, punctuation, paragraphing.
			Limited identification of relevant concepts, theories and/or principles, appropriate to this level, showing no appreciation of the limits of knowledge in this area.	Little selection of information or data, and little attempt at collation, categorisation, analysis or evaluation.	Poor writing style OR a presentation that is not engaging, audible or well paced. Does not use technical vocabulary, where appropriate.
			Limited understanding of factual and conceptual material, relative to this level.	Little or no argument, entirely descriptive or personal opinion, with no reference to literature.	Poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are mostly inaccurate, or incorrectly set out or explained.	Theory not related to practice, using appropriate conceptual frameworks.	Inaccurate or incomplete use of academic conventions, references and bibliography.
			Minimal independent reading and research, appropriate to this level.	Very weak application of numerical and statistical methods to defined problems, with significant errors.	Poor delivery of group work obligations, for this level. No awareness of options.
				Irrelevant or no recommendations. Little or no awareness of ethical issues, where relevant.	Very limited reflection on own strengths and weaknesses in relation to defined professional and practical skills.
16 - 29%	Not achieved at this level	FAIL. NO COMPENSATION.	Includes almost no required factual content, and with very significant inaccuracies.	Incoherent or missing introduction and conclusions.	More than 10% outside word count or presentation time.

			Includes mainly irrelevant factual content.	Very incoherently structured material.	Serious and extensive mistakes in spelling, grammar, punctuation, paragraphing.
			Minimal or inaccurate identification of relevant concepts, theories and/or principles.	No evidence of the selection, categorisation, analysis or evaluation of information or data.	Incoherent writing style OR an inaudible, poorly paced and unengaging presentation.
			Limited understanding of factual and conceptual material, relative to this level, showing no appreciation of the limits of knowledge in this area.	No argument, entirely descriptive or personal opinion, with no reference to literature.	Very poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are inaccurate, with no explanations.	Theory not related to practice.	Very inaccurate or no use of academic conventions, references and bibliography.
			No independent reading and research, appropriate to this level.	Minimal application of numerical and statistical methods and techniques to defined problems, with significant errors.	Very poor delivery of group work obligations, where relevant.
				No recommendations. No awareness of ethical issues, where relevant.	Minimal or no evaluation of own strengths and weaknesses in relation to defined professional and practical skills.
0 - 15%	Not achieved at this level	FAIL. NO COMPENSATION.	Does not include required factual content.	No introduction and conclusions.	More than 10% outside word count or presentation time.
			Includes entirely irrelevant factual content.	Very incoherently structured material.	Serious and extensive mistakes in spelling, grammar, punctuation, paragraphing.
			No identification of relevant concepts, theories and/or principles.	No evidence of the selection, categorisation, analysis or evaluation of information or data.	Incoherent writing style OR an inaudible, poorly paced and unengaging presentation.
			No understanding of factual and conceptual material, showing no appreciation of the limits of knowledge in this area.	No argument, entirely personal opinion, with no reference to sources.	Exceptionally poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are missing, with no explanations.	Theory not related to practice.	No use of academic conventions, references and bibliography.
			No independent reading and research, appropriate to this level.	No application of numerical and statistical methods to defined problems.	No delivery of group work obligations, for this level.
				No recommendations. No awareness of ethical issues, where relevant.	No evaluation of own strengths and weaknesses in relation to defined professional and practical skills.