



## **Course descriptions**

# **International Finance and Accounting exchange programme**

## **Second and third year courses Deventer**

Version: March 11<sup>th</sup>, 2021

The contents of this document is subject to changes. No rights can be derived from the contents of this document. Students can find the updated information on Blackboard.

- You can choose your subjects based on availability;
- For a balanced spread choose no more than 15 ECTS per quarter;
- All courses starting with a 3 are second year courses and starting with a 4 are third year courses.

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## FALL SEMESTER – XEIFA1VT-2.1 - DEVENTER

### ETHICS 3.1

#### GENERAL INFORMATION

Date June 18<sup>th</sup> 2020  
 Owner study unit: Mr Stefan Schenke  
 Course title IFAS: Ethics 3.1  
 Prerequisite: none  
 ECTS: 3  
 Quarter: 3.1

#### LECTURER'S INFORMATION

Mr Stefan Schenke

#### COURSE DESCRIPTIONS

The course is a mix of theoretical lectures and practical seminars. These seminars are focusing debating and feedback.

(Business) ethics is related to the main question: How is it morally right to behave? This course will have 'behaviour' as locus. This subject is not the easiest one and completely different from a lot of courses students in finance and accounting take.

The main objective of the course is to guide students in moral philosophy in combination with debate and feedback skills. First the focus will be on the individual. After that the students will concentrate on ethics in society, emphasizing business related aspects.

The contents of the course is related to other courses in the IFA(S) programme. Primarily these are the 'Global Economic Awareness' courses as well as the courses 'Communication'.

#### COURSE GOALS

The course goals are:

- The student makes use of argue techniques;
- The student makes use of responding techniques;
- The student can listen to opponents and colleague debaters;
- The student makes use of examples;
- The student makes use of suitable arguments;
- The student makes use of professional debate language;
- The student can fill in a feedback format;
- The student can provide serviceable feedback;
- The student can formulate advices to improve behaviour;
- The student makes use of professional written language.

#### COURSE LEARNING OUTCOMES

The student

- Has obtained the key concepts of (business) ethics;
- Has obtained understanding to ethical questions;
- Has obtained understanding in the influence of ethics at individual level, society level and business level;
- Is able to debate in a proper way topics of the course with others, including peers;
- Is able to give feedback to peers in a proper way;
- Is able to reflect on his/her personal behaviour respect to the prospective profession.

#### LITERATURE

- Blackburn, S. (2001), *Ethics, a very short introduction*, Oxford University Press Inc, New York;
- Subject related articles.

#### EXAMINATION

Assessment: debating and feedback setting in groups, based on ethical dilemmas.

#### LESSON PLAN

WEEK	LECTURE	SEMINAR	PRELIMINARY WORK
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1	Introduction; General theoretical overview of (Business) Ethics	Introduction Ethics, Debate, Feedback and Assessment	Ethics, a very short Introduction: page 1 - 7
2	Threats to Ethics 1	Rules of debate; Practical training	Chapter 1: page 9 - 48
3	Threats to Ethics 2	Practical training debate	Chapter 1: page 9 - 48
4	Ethical Ideas 1	Practical training debate	Chapter 2: page 49 - 92
5	Ethical ideas 2	Rules of feedback; Practical training	Chapter 2: page 49 - 92
6	Foundations	Practical training debate and feedback	Chapter 3: page 93 - 116
7	Completion of course; Reflection and Evaluation	Preparation Assessment	

#### **COURSE REQUIREMENTS AND EXPECTATIONS**

- Active and proper participation during lectures and seminars (compulsory);
- Debate assignment (group session).

No final note will be given to those who did not fulfil all obligations mentioned above.

#### **CORPORATE GOVERNANCE 3.1**

##### **GENERAL INFORMATION**

Date: June 10<sup>th</sup>, 2020

Owner study unit: Mr Kees Tesselhof MSc MSc

Course title IFAS: Corporate Governance 3.1

Prerequisite: none

ECTS: 3 ECTS

Quarter: 3.1

##### **LECTURER'S INFORMATION**

Mr Kees Tesselhof MSc MSc

##### **COURSE DESCRIPTIONS**

Due to a still growing number of scandals, and to a growing interest in long term value creation there is a growing interest in the quality of corporate governance of organizations, be it private companies or public organizations. The global financial crisis resulted in a shift in focus from a primarily board performance perspective towards an approach in which risk management and internal control play a greater role (Solomon, 2013). Corporate governance is defined in many ways. In general corporate governance refers to the framework of rules and practices by which a board of directors ensures accountability, sustainability, and transparency in a company's relationship with its stakeholders. Corporate governance is about the explicit and implicit contracts between the company and its stakeholders such as employees, shareholders and other investors, suppliers, customers and society. These stakeholders should be able to trust the company for taking their interests at heart, for distribution of responsibilities, rights, and rewards, procedures for reconciling sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles, and procedures for proper supervision, control, and information-flows to serve as a system of checks-and-balances. The ecological crisis is at present more acknowledged as one of the central principles that guide strategies and risk management of companies.

Topics that are forming part of the CG course are (but not limited to): - Agency theory , stakeholder theory - Risk management - Business Principles - Performance Measurement - Code of Conduct, Remuneration – Sustainability.

Subjects are: - The relationship between organization and environment and responsibility of the organization - Risk analysis / management of operational and financial entity objectives - Procedures for financial reporting and management reporting systems.

##### **COURSE GOALS**

The learning objectives are directed at the identification and practical application of the entity's responsibility and duty of care for a proper internal management and control system.

This leads to the following learning objectives:

- Define and understand background of Corporate Governance from different perspectives;
- Explain the role of different Boards in relation to Corporate Governance;
- Prove the importance and necessity of Risk Management and Risk Control (and connect it to business strategy and CG);
- Explain reporting requirements for Corporate Governance and Risk Control 5. Describe international aspects of Corporate Governance 6. Describe of the (future) broadening perspective of Corporate Governance.

### **COURSE LEARNING OUTCOMES**

After this course students are able to:

- Describe the role and relevance of Corporate Governance for society and the financial world in particular;
- Describe the objectives and subjects of reporting for Risk Management aspects in relation to Corporate Governance;
- Describe the interdependency and mutual cooperation of the different Boards in relation to Corporate Governance;
- Define the responsibilities of the different Boards and related capabilities;
- Compare the similarities and conflicts in international Corporate Governance Codes;
- Discuss the developments in Corporate Governance.

### **LITERATURE**

We discuss some hot topics in corporate governance. To understand these topics, you will get lectures and discuss cases by which you will get an overview of the present issues in the field of CG. You are expected to look for an actual case that is exemplary of the themes we discuss during our classes. Ultimately in week 7 you will have to show that you understand the basic theoretical concepts and are able to apply these concepts in reality.

For the lectures we will use chapters from Solomon's book "Corporate Governance and Accountability", Wiley, 4th edition. Literature then for this class exists of:

- Textbook: Solomon, J. (2013). Corporate Governance and Accountability (4th Edition). UK: John Wiley & Sons Ltd. ISBN 978-1-118-44910-3;
- Cases (self-found);
- Any articles or newspaper items that come up during the lectures.

### **EXAMINATION**

At the end of the term, you will be tested on your knowledge of CG, by a written exam of 90 minutes.

### **LESSON PLAN**

<b>WEEK</b>	<b>TOPICS</b>	<b>LITERATURE</b>
1.1	Introduction of Corporate Governance: definition and relevance of CG.	Solomon's chapter 1
1.2	The role of Boards in CG	chapter 4
1.3	The role of institutional investors	chapter 5
1.4	CG, Risk Management and internal control	chapter 6
1.5	CG and stakeholder accountability: sustainable development	chapter 9
1.6	CG developments: responsible investment strategies	chapter 10
1.7	- CG in a wider perspective: international aspects - Summary and wrap up - Trial exam	chapter 7,8

### **COURSE REQUIREMENTS AND EXPECTATIONS**

Classes consist of two parts.

In the first part, theoretical concepts will be briefly elaborated upon in accordance with the themes and literature stated in the planning above and discussed based on the propositions developed by student teams. At the end of each chapter in the textbook (Solomon) a list of questions is provided for reflection and debate. Below you will also find questions that you need to use in order to prepare for weekly class debates. The reason why we like you to become actively involved in the preparations and debates is that we believe it supports you to prepare for your exam.

In the second part we are going to discuss a business case. In week one we will make a list of cases that will be discussed. In week two to six, cases are introduced and presented by a student team. Each team will chair one debating session. This means that the chairing team prepares a number of topics for debate with the other students, based on the study materials. Each student will have to prepare individually in order to be able to participate in these discussions. This means that you need to investigate the case, and see what theoretical concepts may be applied to the case. You will have to form an opinion of the case before class. Tip: you may also bring forth an opinion based on theory, that is not your personal opinion, but just an opinion to seek out what your fellow students 'do' with this opinion!

The chairing team prepares the case debate with a presentation with a maximum duration of 20 minutes, in which CG-problems of the chosen company are analysed. This presentation is wrapped up with three to five statements. These statements, or issues, are then debated with class. The objective is to find two or more views of the issue (statement) that were / are either incomplete or the strongest possible opposition to one another. The objective of debating on these views is to gain the ability to analyse complex issues.

Per group a number of points can be obtained. For presentation, the group can obtain zero to five points. The group with the highest number of points will be awarded in week seven! The discussion classes are obligatory. Each student is required to be an active participant in case discussions.

## **MANAGEMENT ACCOUNTING 3.1**

### **GENERAL INFORMATION**

Date: April 17<sup>th</sup> 2020

Owner study unit: Mr Robert Slot MSc

Course title IFAS: MANAGEMENT ACCOUNTING 3.1

Prerequisite: Management Accounting 1.2 or equal

ECTS: 4

Quarter: 3.1

### **LECTURER'S INFORMATION**

Mr Robert Slot MSc

### **COURSE DESCRIPTIONS**

Management accounting systems provide information to assist managers in their planning and control activities. Management accounting activities include collecting, classifying, processing, analysing, and reporting information to managers. Unlike the financial accounting information prepared for external constituencies, such as investors, creditors, suppliers, and tax and regulatory authorities, management accounting information should be designed to help decision making within the firm.

Therefore, the scope of management accounting extends beyond traditional measures of the costs and revenues from the transactions that have already occurred to include also information on sales backlogs, unit quantities, prices, demands on capacity resources, and extensive performance measures based on physical or nonfinancial measures.

Because the information to aid internal planning and control activities is not constrained by external reporting requirements, the management accounting system can use data that are less objective and less verifiable than the data used in the financial accounting system. Greater use can be made of future-oriented data such as forecasts and estimates, as well as measures of opportunity costs from transactions not taken.

Ultimately, the test of a management accounting system is whether it motivates and assists managers in attaining their organizational objectives in a timely, efficient, and effective manner. Relevance is valued more than objectivity and auditability, though whatever data are used must be defensible and transparent to organizational participants. Management Accounting 2.1 focusses on Planning (budgeting) & Control (variance-analysis), Inventory Costing and Inventory Management. Furthermore, a topic as 'how costs behave' will be explored.

### **COURSE GOALS**

- Describe the master budget and explain its benefits;
- Prepare the operating budget and its supporting schedules;
- Describe responsibility centres and responsibility accounting;
- Recognize the human aspects of budgeting;
- Develop flexible budgets and compute flexible-budget variances, sales-volume variances, price variances and efficiency variances for direct-cost categories;

- Explain why standard costs are often used in variance analysis and how managers use variances;
- Develop budgeted overhead cost rates, for both variable as well as fixed costs and the related variances;
- Show how the four variance analysis approach reconciles the actual overhead incurred with the overhead amounts allocated during the period;
- Compute income under absorption and variable costing, and explain the difference in income;
- Understand how absorption costing can provide undesirable incentives for managers to build up inventory;
- Describe the various capacity concepts that can be used in absorption costing;
- Use the key factors in choosing a capacity level to compute the budgeted fixed manufacturing cost rate;
- Understand various methods of cost estimation;
- Describe three criteria used to evaluate and choose cost drivers;
- Be aware of data problems encountered in estimating cost functions.

#### **COURSE LEARNING OUTCOMES**

- The student is able to contribute to the design of the management control systems aimed at monitoring performance and steering an organisation towards its (strategic) goals;
- The student is able to give advice about the optimal design of information systems and business processes aimed at the effectiveness and efficiency of an organisation.

#### **LITERATURE**

Cost Accounting, Horngren, 16th, Global edition: Chapters 6, 7, 8, 9 and 10  
 Horngren's Cost Accounting, 16/E, Global Edition with My Accounting Lab, Charles T. Horngren, Srikant M. Datar, Madhav V. Rajan, ISBN-10: 1-292-21154-7/ ISBN-13: 978-1-292-21154-1.

#### **EXAMINATION**

<b>DESCRIPTION SUBJECTS</b>	<b>COMPETENCE</b>	<b>CONCEPTS</b>	<b>REPRODUCTIVE SKILLS</b>
The student can explain the benefits and features of budgeting.	FC2	5%	
The student can draw up a budget (balance sheet and P & L), including the underlying purchase and sales budgets.	FC5		5%
The student can explain the different types of responsibility centres.	FC2	5%	
The student can prepare a flexible budget and calculate various differences.	FC2		10%
The student can give a more detailed analysis of differences observed in both direct and indirect costs [P and Q], including the production volume variance.	FC5		20%
The student can calculate rates to cover overhead costs.	FC2		5%
The student can distinguish between variable and absorption costing.	FC2	5%	
The student can draw up a P&L account under both variable and absorption costing and can explain the differences in income using the changes in inventories.	FC5		15%

The student can explain why application of absorption costing can lead to dysfunctional behaviour within the production function in case of performance-related pay.	FC5	5%	
The student can describe the various types of capacity concepts (technical, practical etc.) and explain what effect they have on product costing.	FC2	5%	
The student can explain the different methods for determining cost function (for example regression analysis).	FC2	5%	
The student can explain the cumulative average-time as well as the incremental unit-time learning model used.	FC2		10%
The student can explain the pitfalls in data collection, made in the context of cost estimates, identify and recognize.	FC2	5%	

#### LESSON PLAN

WEEK	CHAPTER	HOMEWORK	MAKE IN CLASS
1	CH 6 (excl. Appendix Cash Budget)	MAL	6-21, 6-22, 6-24, 6-27, 6-37, 6-46
2	CH 7 (excl. L.O.6)	MAL	7-22, 7-25, 7-26, 7-34, 7-38, 7-39, 7-41
3	CH 8 (excl. L.O.7)	MAL	8-23, 8-24, 8-26, 8-35, 8-36
4	CH 8 (excl. L.O.7)	MAL	8-28, 8-33, 8-34, 8-40, 7-30
5	CH 10 (excl. ABC and Appendix)	MAL	10-21, 10-27, 10-28, 10-30, 10-37, 10-40, 10-41
6	CH 9	MAL	9-21, 9-23, 9-25, 9-27, 9-28, 9-29, 9-30
7	CH 6, 7, 8, 9, 10	Trial exam!	

#### COURSE REQUIREMENTS AND EXPECTATIONS

Regulations on attending class

- Come prepared – read the readings assigned;
- Students must attend school on time. Students who are late will not be able to attend the class;
- Turn off cell phones during classes;
- Do not engage in individual discussions.

Class behaviour rules

- The module is based on the principle of respect for the learner and the instructor. All behaviours that affect the teaching and learning process are strictly prohibited;
- Absolutely do not make noise, affect other people in the learning process;
- Do not eat, chew gum, use equipment such as telephone, music player during school hours;
- Notebooks, tablet computers are only made for the purpose of recording lectures, calculations for lectures, exercises, absolutely no other use.

## **BUSINESS ENGLISH 4.1**

### **GENERAL INFORMATION**

Date: July 9<sup>th</sup> 2020

Owner study unit: Ms Kirstin Woolstra MA

Course title IFAS: Business English 4.1

Prerequisite: None

ECTS: 3

Quarter: 4.1

### **LECTURER'S INFORMATION**

Ms Kirstin Woolstra MA - after completing a bachelor degree's programme in Teacher Education from the Amsterdam University of Applied Sciences and teaching in secondary education for a while, Ms K. Woolstra went on to obtain a master's degree in English Culture and Communication: Education and Communication from the University of Utrecht. She then taught at the Teacher Training Programme of the NHL Stenden University of Applied Sciences for some time, proceeded to travel and live abroad for some seven months and then returned to the Netherlands, where she has been teaching English at the academy of Finance and Accounting of Saxion University of Applied Sciences since January 2011.

### **COURSE DESCRIPTION**

The course deals with grammar and financial vocabulary, and has a strong focus on academic writing skills.

### **COURSE GOALS**

After completing the course, the student ought to be able to:

- Apply certain grammatical aspects of the English language appropriately (including verb tenses, conditional clauses, gerund and infinitives, passives, prepositions, and punctuation);
- Be able to use certain financial vocabulary within its context (see lesson plan for specifics);
- Write a well-structured and convincing argumentative essay on a controversial topic of her/his own choice.

### **COURSE LEARNING OUTCOMES**

<b>Content exam</b>	<b>Understanding in %</b>	<b>Reproduction in %</b>	<b>Productive skills in %</b>	<b>Total in %</b>
Written exam				
The student knows certain financial vocabulary and can apply it in sentences. This includes vocabulary having to do with: accounting basics, bookkeeping, accounting principles, depreciation, cost accounting, inventory, the income statement of profit and loss account, the balance sheet, the statement of cash flows and company law	2%	10%	1%	13%
The student is aware of the concept academic vocabulary and can apply it in sentences appropriately		1%	1%	2%
The students knows and mastered the following English grammar concepts:	3%	29%	3%	36%

possession (genitive), word order, irregular verbs, conditional (if-) clauses, all (!) tenses (verb forms), gerund and infinitive, countable vs. uncountable nouns, articles (the, an/an), some and any, much, many, (a) little, (a) few, the passive, adverbs & adjectives, degrees of comparison, punctuation, modals, prepositions and relative clauses				
<b>Essay</b>				
The student can write a convincing argumentative essay of between 600 and 800 words in good (grammatically correct) English, using appropriate vocabulary and an academic style of writing			37%	37%
The student can find bonafide, relevant (academic) sources in English and use these in support of a certain statement			10%	10%
The student applies APA style referencing		39%		39%
	<b>5%</b>	<b>43%</b>	<b>52%</b>	<b>100%</b>

#### LITERATURE

Reader IFAS Business English 4.1, English Grammar in Use by Raymond Murphy (with answers and CD-ROM), fourth edition. ISBN 978-0-521-18939-2.

#### EXAMINATIONS

- Formal Written Exam at the end of term 4.1 (retake to take place at the end of term 4.2): 50%;
- Term Paper (argumentative essay): 50%;
- Together the mark for the term paper and the written exam constitute the mark for the course. Either one can compensate the other as long as neither mark is below 4,5.

#### LESSON PLAN

4.1.1 (Year.Term. Week)	In Class	Homework For The Following Week
Week 1		
Grammar	- Explanation On Possession (Including The Genitive). - Do Diagnostic Test + Check And Discuss Its Consequences.	- Review Explanatory Powerpoint Possession (On Blackboard). - Study, Do And Check Extra Materials On Possession (In Reader). - Study, Do Exercises And Check English Grammar In Use Units 81-83.
Vocabulary		- Make Conscious Decision About How You'll Deal With Studying Vocabulary. - Study, Do Exercises And Check Vocabulary Week 1: Academic Vocabulary In Use.
Language Skills	- Start Language Skills Exercise 1: 'Profit Or Principle?' Do The 'Task' (In Reader, Materials Week 1, Sound Recordings On Blackboard).	- Pretend You're Nikos Tatakis, Write Your E-Mail To Carl Thomson, PRINT It And Bring It To Class. Hand It In.
Other	- General Introduction To Course.	

4.1.2	In Class	Homework For The Following Week
Week 2		

Grammar	- Explanation On If-Clauses (Aka Conditional Clauses).	- Review Explanatory PowerPoint On If-Clauses (Aka Conditional Clauses) (On Blackboard). - Study, Do Exercises And Check English Grammar In Use Units 38-41.
Vocabulary		- Study, Do Exercises And Check Vocabulary Week 2: Accounting Basics & Bookkeeping
Language Skills	- Explanation On Using Text Structure, Paragraph Structure And Linking Words And Phrases In Reading & Writing (Revision Of Third Year Course). - Explanation On How To Write A Proper E-Mail (Revision Of Last Year) Or Business Letter.	- Based On The Peer Feedback And Information You Received In Class, Improve Your E-Mail To Carl Thomson And Bring A Printed Version Of Both The Old And The New Version To Class. Please Staple Them Together.
Term Paper	- How To Choose A Topic For Your Term Paper. - How To Find Sources.	- Decide On A Preliminary Topic For Your Term Paper. - Make Sure To Find At Least Three Reliable, English Sources.

4.1.3	In Class	Homework For The Following Week
Week 3		
Grammar	- Explanation On Gerund And Infinitive.	- Review Explanatory PowerPoint On Gerund And Infinitive (On Blackboard). - Study, Do Exercises And Check English Grammar In Use Units 53-68.
Vocabulary		- Study, Do Exercises And Check Vocabulary Week 3: Accounting Principles & Depreciation. (In Reader).
Term Paper	- How To Start Your Paper: Discuss Topics and Info On Formulating An Essay Statement And Three Main Arguments	- Formulate Your Essay Statement And Three Main Arguments. Find Support For Your Arguments In Reliable Sources. Hand All Of This In, Using The 'Format Preliminary Essay Statement, Arguments And Sources' That Can Be Found In The 'Library' Section Of Our Blackboard Environment. Send It To Your Teacher By E-Mail Before The Deadline Mentioned In Class (See PowerPoint).

4.1.4	In Class	Homework For The Following Week
WEEK 4		
Grammar	- Explanation On The Passive.	- Review Explanatory PowerPoint On The Passive (On Blackboard). - Study, Do Exercises And Check English Grammar In Use Units 42-46.
Vocabulary		- Study, Do Exercises And Check Vocabulary Week 4: Cost Accounting & Inventory (In Reader).
Language Skills	- Explanation Correction Code Writing Assignments. - Explanation On Handing In Assignments (With Safe Assign). - Feedback On Preliminary Essay Statement, Arguments And Sources	- Improve Your Preliminary Essay Statement, Arguments And Sources. PRINT And Hand In In Week 5.
Term Paper	- Discuss The 'Format Preliminary Essay Statement, Arguments And Sources' That You Handed In By E-mail.	

4.1.5	In Class	Homework For The Following Week
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WEEK 5		
Grammar	- Explanation On Punctuation.	- Review (Study) Explanatory PowerPoint On Punctuation (On Blackboard). - Put Punctuation Marks In The Text 'No Hiding Place For The Irresponsible Business' And Check It.
Vocabulary		- Study, Do Exercises And Check Vocabulary Week 5: The Income Statement Or Profit And Loss Account & The Balance Sheet (In Reader).
Language Skills	- Summary Information On How To Write An Essay. - Final Information On Term Paper. - (Peer) Feedback Improved Preliminary Essay Topics, Arguments And Sources.	- Improve Your Preliminary Essay Statement, Arguments And Sources Once More. Start Writing Your Term Paper.

4.1.6	In Class	Homework For The Following Week
WEEK 6		
Grammar	- Explanation On Prepositions	- Review Explanatory PowerPoint On Prepositions (On Blackboard). - Study, Do Exercises And Check English Grammar In Use Units 121-136. - Review All Grammar Materials And See If You Have Any Questions You Want To Ask Your Teacher. - Do The Mock Exam (On Blackboard).
Vocabulary		- Study, Do Exercises And Check Vocabulary Week 6: The Statement Of Cash Flows & Company Law (In Reader).
Term Paper	- Discuss Essay Topics, Progress And Essay Statements.	- Write Essay (See Hand-Out For Information!) And Be Sure To Hand It In Before The Deadline.

4.1.7	In Class	Homework For The Following Week
WEEK 7		
Grammar	- Discuss Mock Exam. - Discuss Any Questions Regarding Grammar Topics For Exam.	- Review All Grammar For Examination (Blackboard, English Grammar In Use And Reader).
Vocabulary	- Discuss And Questions Regarding Vocabulary For Exam.	- Review All Vocabulary For Examination (In Reader).
Term Paper		- Finish Your Term Paper And Hand In Before The Deadline.

### **COURSE REQUIREMENTS AND EXPECTATIONS**

Students are expected to:

- Sufficiently do all homework (study grammar and vocabulary and other materials discussed in class, such as information on paragraph structure);
- Participate actively during all classes;
- Enrol for the Blackboard course 'Business English 4.1 (school year)' and study the PowerPoints for this course as part of their homework;
- Bring the reader to class each week.

## FINANCIAL MANAGEMENT 4.1

### GENERAL INFORMATION

Date: March 19<sup>TH</sup>, 2020

Owner study unit: Mr Frank Gruben

Course title IFAS: Financial Management 4.1

Prerequisite: none

ECTS: 4

Quarter: 4.1

### LECTURER'S INFORMATION

Mr Edwin van den Berg MSc, Mr Dennis Vossen MSc

### COURSE DESCRIPTIONS

In this course, students will learn more about Risk vs Return of several different asset categories, such as Stocks & Bonds. Furthermore, students will investigate the effects on the risk of a portfolio when investors use the principle of diversification. The third main theme revolves around the Cost Of Capital and the impact of leverage on the financial results of a project or company.

### COURSE GOALS

- The student can calculate the ROI of bonds and stock over a given period;
- The student can assess the implications of market efficiency;
- The student can calculate expected returns, explain the impact of diversification and define the systematic risk principle;
- The student can discuss the security market line and the risk-return trade-off;
- The student can determine a firm's cost of equity, debt and overall capital;
- The student can identify some of the pitfalls associated with a firm's overall cost of capital and what to do about them;
- The student can discuss the effect of financial leverage and determine the optimal capital structure for an organization;
- The student can analyze the impact of taxes and bankruptcy on capital structure choice;
- The student can identify the essentials of the bankruptcy process;
- The student can discuss the different dividend types and how dividends are paid;
- The student can explain the issues surrounding dividend policy decisions;
- The student can differentiate between cash and stock dividends;
- The student can explain why share repurchases are an alternative to dividends.

### COURSE LEARNING OUTCOMES

Students know how to structure credit side of the balance sheet, build an investment portfolio, calculate the cost of capital (WACC) and know when to pay a dividend.

### LITERATURE

Ross, 9<sup>th</sup> edition, corporate finance essentials, chapter 10-14, McGrawhill, ISBN 978-1-259-25480 or newer version.

### EXAMINATION

Written exam, survey questions, trial exam available.

### LESSON PLAN

Week	Chapter	Home work
1.1	10	Introduction, no home work
1.2	10	Read chapter 10 and mind map, prepare questions 1, 3, 5, 7, 8, 12, 15, 17, 20, 23 and 25
2.1	11	Read chapter 11 and mind map
2.2	11	Prepare questions 1, 2, 6, 9, 11, 14, 17, 19, 25, 28 and 29
3.1	12	Read chapter 12 and mind map
3.2	12	Prepare questions 1, 4, 5, 7, 8, 9, 11, 12, 17, 18, 21 and 24
4.1	13	Read chapter 13 and mind map

4.2	13	Prepare questions 1, 3, 6, 8, 9, 12, 13, 14 and 17
5.1	14	Read chapter 14 and mind map
5.2	14	Prepare questions 1, 3, 6, 8, 9, 12, 13, 14 and 17
6.1	10 – 14	Remaining questions and preparations
6.2	10 – 14	Remaining questions and preparations
7	Trial exam	Prepare trial exam

#### **COURSE REQUIREMENTS AND EXPECTATIONS**

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

#### **AUDITING 4.1**

##### **GENERAL INFORMATION**

Date: May 5<sup>th</sup>, 2020

Owner study unit: Mr Edwald Mentink

Course title IFAS: Auditing 4.1

Prerequisite: none

ECTS: 4

Quarter: 4.1

##### **LECTURER'S INFORMATION**

Mr Edwald Mentink - the lecturer is specialised in external reporting by not-for-profit organizations, more specifically the way a balanced scorecard could supply the basic structure for reporting about both financial and not-financial targets and in Financial Control in not-for-profit organizations.

##### **COURSE DESCRIPTIONS**

In this course we will emphasize the philosophy and environment of the auditing profession, with special attention paid to the nature and economic purpose of auditing, auditing standards, professional conduct, legal liability, audit evidence, audit planning, consideration of internal control, and audit sampling.

##### **COURSE GOALS**

- The student understands and can discuss professional standards & ethics;
- The student understands and can discuss the process of gathering and evaluating audit evidence;
- The student understands and can discuss the process of audit planning, understanding the client, assessing risks and responding;
- The student understands and can discuss the meaning and significance of internal control, the major components of internal control and how internal control relates to a financial statement audit.

##### **COURSE LEARNING OUTCOMES**

Students understand the basic principles of auditing, the ethical implications and the need for the auditors to base their opinion on ample evidence.

##### **LITERATURE**

Whittington/Pany, Principles of Auditing & Other Assurance Services, Twentieth Edition, McGraw-Hill International Edition, ISBN 978-1-259-25277-8.

##### **EXAMINATION**

A written exam, based on a practical and realistic case.

##### **LESSON PLAN**

WEEK	LESSON	CHAPTER	QUESTIONS & PROBLEMS
1	1	2	Problem 2.14, 2.16, 2.26 and 2.27
	2		Problem 2.19, 2.33, 2.38 and 2.39

2	1 2	3	Problem 3.5, 3.24, 3.28, 3.29 and 3.39 Problem 3.42, 3.45 and 3.48
3	1 2	5	Problem 5.1, 5.2, 5.7, 5.14, 5.33 and 5.35 Problem 5.47, 5.51 and 5.53
4	1 2	6	Problem 6.1, 6.3, 6.7, 6.14, 6.15 and 6.25 Problem 6.28, 6.32 and 6.48
5	1 2	7	Problem 7.2, 7.10, 7.19, 7.30 and 7.32 Problem 7.34, 7.36 and 7.42
6	1 2	Roadrunner case	
7	1 2	Review Trial test	

#### **COURSE REQUIREMENTS AND EXPECTATIONS**

- Regular attendance is expected. Although much learning occurs outside of class, we believe it is not possible to get what you need from this course without being here;
- We expect students to be prepared for all classes.

#### **FINANCIAL ACCOUNTING 4.1**

##### **GENERAL INFORMATION**

Date: April 20<sup>th</sup> 2020

Owner study unit: Mr R.H.M. Engberink MA CPA

Course title IFAS: Financial Accounting 4.1

Prerequisite: Financial Accounting previous years

ECTS: 4

Quarter: 4.1

##### **LECTURER'S INFORMATION**

Mr R.H.M. Engberink MA CPA - lecturer in the department of International Finance and Accounting, Saxion University of Applied Sciences in Enschede and Deventer (the Netherlands). The lecturer is a specialist in financial accounting.

##### **COURSE DESCRIPTIONS**

The course introduces the students in the equity method of accounting for investments, according the US-GAAP rules, followed by an introduction into the consolidation of financial information according the equity method and the initial value method.

##### **COURSE GOALS**

Apply the equity method of accounting for investments;

Recognize when consolidation of financial information into a single set of statements is necessary;

Prepare consolidated financial statement subsequent to acquisition when the parent has applied in its internal records the equity method or the initial value method.

##### **COURSE LEARNING OUTCOMES**

Apply the equity method of accounting for investments;

Recognize when consolidation of financial information into a single set of statements is necessary;

Prepare consolidated financial statement subsequent to acquisition when the parent has applied in its internal records the equity method or the initial value method.

##### **LITERATURE**

Hoyle, Joe B. (2014). Fundamentals of Advanced Accounting, sixth edition, chapters one, two and three.

##### **EXAMINATION**

Written exam of 120 minutes with open questions.

## LESSON PLAN

Week	Topics	Literature	Assignments
1.1	The equity method of accounting for investments	Chapter 1	Ch. 1: 1, 6
1.2	The equity method of accounting for investments	Chapter 1	Ch. 1: 7, 18, 26, 29
1.3	Consolidation of financial information	Chapter 2	Ch. 2: 1, 2, 3, 4, 11, 13, 30
1.4	Consolidation of financial information	Chapter 2	Ch. 2: 15, 16, 20, 23, 31, 32
1.5	Consolidations – subsequent to the date of acquisition	Chapter 3	Ch. 3: 1, 2, 4, 5, 9, 10, 11, 20, 24, 37
1.6	Consolidations – subsequent to the date of acquisition	Chapter 3	Ch. 3: 23, 25, 29
1.7	Trial exam		Ch. 3: 3, 6, 7, 8, 38

## COURSE REQUIREMENTS AND EXPECTATIONS

The students must prepare all of the assignments in the lesson plan at home. Without sufficient practice it is impossible to pass the exam.

## PROFESSIONAL DEVELOPMENT & COMMUNICATION

### GENERAL INFORMATION

Date: May 18<sup>th</sup> 2020

Owner study unit: Ms Miranda Bens

Course title IFAS: Professional Development & Communication

Prerequisite: none

ECTS: 3

Quarter: throughout the whole year 4 (quarter 1, 2, 3 and 4).

### LECTURER'S INFORMATION

Ms Miranda Bens, teaches classes of Professional Development in quarter 1 and 2, and the Management Game in quarter 3. Study mentor/coach.

Ms Bettine Bergmans, teaches Management Game in quarter 3 and;

Ms Kirstin Voolstra, teaches Business Communication in quarter 4.

### COURSE DESCRIPTIONS

In following a Bachelor programme at Saxion University of Applied Sciences practical professional development is an important element of the study. In the IFAS programme Finance & Control students are being educated in becoming professionals who play a key role in managing business processes. In order to be able to perform as a starting specialist in Finance & Control students need to develop management- and leadership skills (amongst others). The course Professional Development & Communication offers the students the opportunity to develop themselves as starting professionals with the management- and leadership skills they will need in the international professional field.

Focus areas of this course are 'professional attitude', 'self-knowledge' and 'orientation on future profession'.

Besides these areas there will be attention for experiences with different cultural backgrounds in both personal lives as educational background and working in interdisciplinary- and multicultural teams.

Students learn to shape and steer their personal development in relation to their professional career. The student will do so by:

- Reflecting on, and give meaning to learning experiences;
- Identifying and de-quartering ambitions, personal qualities and competencies to develop;
- Creating and conducting personal development plans in which choices will be made on studying successfully and future career directions.

The student is responsible for his own personal learning curve and will be guided and assisted by the study coach and teachers of the course.

The course is offered throughout the whole study year and is divided in four quarters in which the focus areas are taken as a starting point for the content that is offered in each quarter. The first quarter focusses on developing self-knowledge and dealing with cultural aspects. Orientation on future profession is also offered in the form of a field trip. The second quarter will focus on developing both self-knowledge and professional attitude, whereas in quarter three the student will focus mainly on developing a professional attitude and orientation on future profession. The fourth quarter has the strongest focus on orientation on future profession.

### COURSE GOALS

In order to develop themselves as a future professional the students need certain competencies. For a starting specialist in Finance & Control a total of eight competencies were formulated. In this course students will work on two of these eight competencies. These competencies are key competencies for the starting Finance & Control specialist. By showing that they possess these competencies the student demonstrates that he can act and behave as a starting professional in Finance & Control and that he is ready to work in his profession.

The competencies that will be developed in this course are:

- Competency No. 7: Professional Expertise → Social and Communicative Competencies;
- Competency No. 8: Responsible Conduct → Self-managing Skills, Attitude and Behaviour.
- Competency No. 7: Professional Expertise contains Social and Communicative Competencies and can be used in a professional context. This has been described as follows. The Finance & Control specialist can work together in a professional environment and think about objectives and the arrangement of the organisation, resulting in requirements that relate to the following characteristics: multidisciplinary and interdisciplinary, being customer-oriented, multi-cultural, collegiality, and management.
- The Finance & Control specialist can effectively communicate orally as well as in writing on all internal levels, in general English business language;
- Competency No. 8: Responsible Conduct contains Self-managing Skills, Attitude and Behaviour that can be used in a professional context. This is described as follows.  
The Finance & Control specialist self-manages and regulates his/her own development with regard to learning, result-oriented working, taking initiative and independent behaviour; flexibility, thought and reflection about, and taking responsibility for his/her own behaviour indicates involvement and critical self-assessment; development of a professional attitude with initiative or room for normative and cultural aspects, respect for others, a professional code and ethical principles for professional behaviour.
- The students will work on these competencies by actively attending practical classes in the form of workshops, working together in teams to deal with practical situations (simulated- and real-life situations) and regular individual meetings with their study coach.

### COURSE LEARNING OUTCOMES

DESCRIPTION SUBJECTS	CONCEPTS IN %	REPRODUCTIVE SKILLS IN %	PRODUCTIVE SKILLS IN %	ATTITUDE in %	TOTAL
Business Communications 4.4					
The student is aware of conventions for a professional resume	5%				5%
The student can make a professional and attractive resume attuned to the specific situation for which it is needed		13%			13%
The student knows the conventions for writing motivation letters	5%				5%
The student can write an attractive motivation letter in response to a real vacancy text which he or she has found online			12%		12%
The student knows what a job interview can be like and is able			5%	5%	10%

to conduct one as a starter on the labour market					
The student can reflect on how was performed in a job interview and put this reflection down in words			5%		5%
<b>Professional Development</b>					
The student is able to evaluate and adjust his/her study methods is order to be in charge of his/her study progress	5%				5%
The student is able to work together with a group of people in a practice related setting in a professional way as being taught in class	5%			5%	10%
The student is able to conduct a professional conversation in which he/she can reflect on and adjust his/her own behaviour				10%	10%
The student is able to formulate and give feedback to peers in a constructive and respectful way			5%	5%	10%
The student actively participates in (minimum) six business/professional events to gain knowledge of the business work field			15%		15%
	<b>20%</b>	<b>13%</b>	<b>42%</b>	<b>25%</b>	<b>100%</b>

**LITERATURE**

Seven Habits of Highly Effective People 30th Anniversary Edition, May 2020 By Steven R. Covey.

**EXAMINATION**

At the end of the study year the student’s professional skills will be assessed by the teachers from the course. The course stands for 3 ECTS and is being assessed mainly by attending classes, mentor conversations with the study coach and other compulsory activities. Students receive two partial grades (50/50) that will be combined in one final grade:

- A partial grade for the part Professional Development 4 is based on whether the student has attended all compulsory activities and one or more optional items on the checklist. For more information about the content of the checklist please check Chapter **FOUT! VERWIJZINGSBRON NIET GEVONDEN. 'FOUT! VERWIJZINGSBRON NIET GEVONDEN.'** and **FOUT! VERWIJZINGSBRON NIET GEVONDEN.'**. All the items on the checklist need to be ticked in order to receive the partial grade for this part. This will be assessed by the teacher of Professional Development 4.
- Another partial grade will be given for the part Business Communication 4.4 in quarter 4.4. In order to receive this partial grade the student has to hand in a portfolio in which is included a reflection report about the student’s core qualities and pitfalls, a letter of application, a professional resume, proof of attendance to a job interview session and a reflection report on the job interviews that were conducted in the job interview session. The assessment form for this part of the course can be found in **FOUT! VERWIJZINGSBRON NIET GEVONDEN.'**. All this will be assessed by the teacher of Business Communication 4.4.

Both grades weigh for 50% in the final grade for this course.

The two competencies mentioned in Chapter two (Professional Expertise: Social and Communicative Competencies & Responsible Conduct: Self-managing Skills, Attitude and Behaviour) will be dealt with over a period of four quarters.

The competencies are divided in and will be assessed on the following subjects for Professional Development 4:

- The student is able to evaluate and adjust his/her study methods in order to be in charge of his/her study progress;
- The student is able to work together with a group of people in a practice related setting in a professional way as being taught in class;
- The student is able to conduct a professional conversation in which he/she can reflect on and adjust his/her own behaviour;
- The student is able to formulate and give feedback to peers in a constructive and respectful way;
- The student actively participates in (minimum) 6 business/professional events to gain knowledge of the business work field.

Subject one is assessed by the study coach during the several mentor conversations that take place throughout the study year. Subject two and four are assessed by the supervising teachers during the meetings of the Management Game in quarter three and COIL Finance Lab in quarter four. Subject three is assessed by the study coach during the final mentor conversation in quarter four. Subject five is assessed by the study coach who will check attendance at the organised professional events and the paper for Trainee for a Day.

If one or more of the compulsory items on the checklist for Professional Development four aren't assessed with 'sufficient' or 'attended' students have to show that they have developed the required competency in a replacement assignment.

For Business Communication 4.4 the two competencies are divided in and will be assessed on the following subjects:

- The student is aware of conventions for a professional resume;
- The student can make a professional and attractive resume attuned to the specific situation for which it is needed;
- The student knows the conventions for writing motivation letters;
- The student can write an attractive motivation letter in response to a real vacancy text which he or she has found online;
- The student knows what a job interview can be like and is able to conduct one as a starter on the labour market;
- The student can reflect on how was performed in a job interview and put this reflection down in words.

If the partial grade for Business Communication 4.4 is not assessed with a sufficient grade after the first attempt the student has to show that he has developed the required competency in a retake.

For a full overview of how the different subjects are being weighed on which level, see '**FOUT! VERWIJZINGSBRON N IET GEVONDEN.**' at point five 'Course Learning Outcomes'.

## **LESSON PLAN**

The course is spread out over four quarters and in each quarter, the students will work on different key aspects of their professional development. The specific topics that will be dealt with during the classes are chosen by both the students themselves and the teacher of the course. These topics are based on things the students are struggling with regarding their study in the Netherlands. All the topics that are selected relate to the skills that are mentioned in each of the study quarters in the text below. In study year 2019-2020 the topics were:

- Getting to know yourself;
- Preparing for classes;
- Preparing for exams;
- Critical thinking and Expressing opinions;
- Working as a team;
- Participating in professional meetings;
- Time management;
- Improving English language skills;
- Pro-active attitude/personal leadership.

Overview content Professional Development & Communication 4

Quarter one:

- Classes Professional Development;

- Mentor conversation with Study Coach;
- Field Trip;
- University Visit (optional).

Quarter two:

- Classes Professional Development;
- Mentor Conversation with Study Coach;
- Trainee for a Day (either this or next quarter);
- University Visit (optional).

Quarter three:

- Management Game;
- Mentor Conversation with Study Coach (optional);
- Trainee for a Day (either this or previous quarter);
- Field Trip;
- University Visit (optional);

International Week.

Quarter 4:

- Classes Business Communication;
- Mentor Conversation with Study Coach;
- COIL Finance Lab.

In quarter one the students will work on developing self-knowledge and dealing with cultural aspects by following weekly classes, having at least one individual mentor conversation with their study coach and attending to a field trip. In the individual mentor conversation, the students will discuss how they experience their first weeks as a student at Saxion and they can ask for assistance from their study coach in learning how to deal with difficulties at hand. During the field trip they will learn about business processes and/or financial systems depending on the locations we visit. If they want, they can also visit a university on an information day or -evening to gain more information about following a Master after finishing their Bachelor at Saxion.

In quarter two the focus in the weekly classes of Professional Development will shift towards developing self-managing skills and the students will prepare themselves on learning how to work in teams. They will also have at least one mentor conversation with their study coach in which they evaluate on their first study results and where they can ask for support in finding ways to deal with possible difficulties you experience in their study. In this quarter (or in the next quarter depending on how many companies are available) the students will be a Trainee for a Day which means that they will visit a company in duo's to experience what it is like to work as a starting specialist in Finance & Control in a Dutch company. During this visit the students will be supervised by a Dutch Finance & Control student from Saxion who does his internship at the assigned company and it is up to the IFAS students to get information from the company about certain aspects of the Balanced Scorecard. More detailed information about this assignment can be found in the file "Instructions Paper Trainee for a Day", which is published on Blackboard. Also, in this quarter the students can do the optional activity to visit a university on an information day or -evening to gain more information about following a Master after finishing their Bachelor at Saxion.

In quarter three the students will develop teamwork skills by doing a Management Game. In a simulated practical setting, the students are hired as part of an international management team to turn a company with rather disappointing sales results into a successful business. They will work on their management-, communication- and teamwork skills during weekly scheduled workshops that are supervised by a teacher. More detailed information about the Management Game can be found in the file "Student Manual Management Game" that is published on Blackboard. If they want, they can also have a mentor conversation with their study coach to discuss their study progress and individual needs to deal with possible difficulties they experience in their study. In case a student was not assigned to a company to be a Trainee for a Day in quarter two these particular students will gain this working experience in this quarter. Another way to learn something about business processes in a company will be offered by a second field trip in this course.

Also, in quarter three you can choose to visit a university on an information day or -evening to gain more information about following a Master after finishing your Bachelor at Saxion.

In study year 2020-2021 the students will participate in an event under the working title "International Week". The programme for this week in quarter three is under construction and is organised by Saxion's International Office.

The students will work on several assignments together with students from other schools in Saxion and therefore both an international experience and a multi-disciplinary experience in working together are offered. NOTE: this programme was organised and offered in the previous years, but this study year is used to redesign the programme in order to be able to offer an even stronger programme in 2020-2021. Attendance and participation are compulsory for this course.

In the final quarter students will learn in the classes of Business Communication 4.4 how to present themselves when applying for a job. More specifically they will learn how to write a good resume and letter of application, and how to conduct a job interview. In this quarter they will also have a final mentor conversation with their study coach in which they will evaluate and reflect upon their development towards a starting specialist in Finance & Control during the past study year. The students will also join a so called Collaborative Online International Learning (COIL) Project between Saxion University (SU), Upper Austria/ Steyr UAS (Steyr) and Bern University (Bern). In this project they are brought together in a 'Finance Lab' with other students from the three universities mentioned above to enhance their intercultural managing and communication skills. They will do this as part of a team in a simulated game in which the students compete with other teams to increase the value of their fund by trading in company shares and commodities, navigating the fluctuations of global equity and commodity markets (Global Investor Simulations, 2019). More detailed information on the COIL Finance Lab you can be found in the file "COIL Project Guidance" that is published on Blackboard.

The overviews given below are based on the classes of study year 2019-2020. NOTE: topics may vary between different study years, depending on the needs of the students.

NOTE 2: in quarter 1 the group was split in half in order to provide more sense of safety and trust between students. The split groups had class every other week. Therefore the topics were offered twice.

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
1.1	Introduction to course		Cultural Exchange
1.2	Cultural Differences & Similarities		Celebrations & Difficulties
1.3	Cultural Differences & Similarities	Covey, 2020, Seven Habits of Highly Effective People	Celebrations & Difficulties
1.4	From Difficulties to Celebrations	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Selecting Topics
1.5	From Difficulties to Celebrations	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Selecting Topics
1.6	Preparing for Exams	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Evaluating Learning Experiences
1.7	Preparing for Exams	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Evaluating Learning Experiences

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
2.1	Time management	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Time Management Matrix
2.2	Pro-active Attitude & Personal Leadership	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Circle of Influence
2.3	Critical Thinking & Expressing Opinions	Rosenberg, 2015, Nonviolent Communication: A Language of Life (not a compulsory book for students)	Sharing Food Stories & Non-Violent Communication
2.4	English Communication Skills or Preparing for Classes		Sharing Food Stories & Activities to Improve Skills Or Self-Assessment & Self Evaluation

2.5	Working as a Team	Covey, 2020, Seven Habits of Highly Effective People	Sharing Food Stories & Teamwork
2.6	Preparing for Exams		Sharing Food Stories & Self-Assessment & Self Evaluation
2.7	Participating in Professional Meetings		Sharing Food Stories

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
3.1	Management Game Kick-off		Business Analysis Part 1
3.2	Management Game		Action Plan
3.3	Management Game		Business Analysis Part 2
3.4	Management Game		Provision Management Information
3.5	Management Game		Elements Dashboard
3.6	Management Game		Evaluation & Reflection
3.7	Management Game Closure		

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
4.1	Thinking about who you are, what is important for you in life and what your strengths and weaknesses are & What a vacancy text can tell you about a company and the job that is advertised.	Daniel Ofman's Core Quadrants (video and online information) Personality test on 123test.com A selection of job adverts found by the teacher	Start your portfolio. Take the personality test and write a reflection report on its outcomes. Make a minimum of 3 Core Quadrants and describe your core qualities and the matching pitfalls, challenges, and allergies.
4.2	Writing a letter of application.		Find an actual job advert that interests you and write a letter of application in response to it.
4.3	Thinking like an employer & Writing a letter of application.		Improve your letter of application & put both the old and the improved version in your portfolio.
4.4	Writing a resume Using social media professionally (LinkedIn).		Write your resume Create a LinkedIn account (not obligatory).
4.5	Preparing for a job interview & Giving an elevator pitch in class.		Improve your resume and put both versions in your portfolio.
4.6	Preparing for a job interview.		Prepare for your job interview.

4.7	Job interviews with professional in class.		Write a reflection on the job interviews & finish your portfolio.
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#### **COURSE REQUIREMENTS AND EXPECTATIONS**

- Come prepared by making homework assignments and read the reading assigned;
- Arrive for class on time. If you are late, you might not be allowed to enter the class;
- Behave as a business professional;
- Show respect for you fellow students and teachers by listening actively and having an open attitude towards people's opinions and attempts to learn.

#### **HUMAN RESOURCE MANAGEMENT 3.2**

##### **GENERAL INFORMATION**

Date: June 10th , 2020

Owner study unit: Mr Michel ter Brake

Course title IFAS: Human Resource Management 3.2

Prerequisite: none

ECTS: 3

Quarter: 3.2

##### **LECTURER'S INFORMATION**

Mr Michel ter Brake.

##### **COURSE DESCRIPTIONS**

This course is designed for internal finance and business students and is about both the design and competitive advantage of human resource management strategies.

This course is partially based on the Strategic HR Management course from the Sloan School of Management (MIT). If you have any questions please do not hesitate to contact me!

##### **COURSE GOALS**

This course has two central themes: (1) How to think systematically and strategically about aspects of managing the organization's human assets, and (2) How to design a human resource management strategy.

##### **COURSE LEARNING OUTCOMES**

The student is able to:

- describe the influence of environmental factors on business strategy and consequently the phases of personnel planning;
- relate human resource management with financial performance.

##### **LITERATURE**

We discuss some hot topics in human resource management. To understand these topics, you will get lectures and discuss cases by which you will get an overview of the present issues in the field of human resource management and development. You can download the free e-book 'Managing the Human Resource in the 21st century' (Senyucel, 2009) to get a quick overview. Furthermore, we will use chapters from the book of Paauwe, Guest and Wight, 'HRM & Performance, Achievements & Challenges', Wiley, 2013 as well as articles from HRM journals (links to these articles are provided in the lesson plan below).

##### **EXAMINATION**

At the end of the term, you will be tested on you knowledge of HRM & performance. Next to that, you will need to write a reflection report (also read course requirements and expectations) about your participation in discussions. This report, in which the test results are included, is a prerequisite to do your oral assessment.

You will have the opportunity to demonstrate your mastery of the course material through an oral assessment. Please make an appointment for the assessment as soon as you are ready but ultimately in week seven of the course! In the oral assessment I will ask you to answer some of the case questions (see planning) for one specific case. You can find the assessment manual on blackboard.

### LESSON PLAN

There are two sessions each week. In the first session you will get an update of seven topics in Human Resource Management (see planning). In the second session you are going to discuss a Harvard business case. You will have to prepare yourself to participate in a discussion. You can find the moderator schedule in the presentation 'introduction' of week one.

WEEK	SESSION ONE	SESSION TWO
1 Theme: HRM as competitive strategy	<p>Presentation 'Introduction business strategy, HRM and performance</p> <p>Reading list '<a href="#">Managing the Human Resource in the 21st century</a>', chapters 1, 2, 3 Summary Paauwe et al. Chapters 1 - 4 (Blackboard)</p>	<p>Video college (number 1 and 26)</p> <p>Note: this is a virtual session without physical presence of your teacher</p>
2 Theme: Strategic HRM and organization dynamics	<p>Presentation 'The organization as a dynamic network; changes in the business environment and impact on HR'</p> <p>Reading List '<a href="#">Managing the Human Resource in the 21st century</a>', chapters 5 + 6 Summary Paauwe et al., Chapter 4 – 8 <a href="#">Baumgartner: Organizational culture and Corporate Sustainability</a></p>	<p>Case Discussion 1</p> <p>Case <a href="#">Harvard Business Case South West Airlines</a> Preparation: What is South West Strategy? What does it take to execute this strategy? How does SW get its competitive advantage with Human Resources?</p>
3 Theme: Recruitment and selection, talent management	<p>Presentation 'Talent management'</p> <p>Reading List: <a href="#">When Hiring, First Test, and Then Interview Harvard Business Review (2013)</a> - you will have to register to see the full article <a href="#">Talent Management for the Twenty-First Century Harvard Business Review (2008)</a> - you will have to register to see the full article</p> <p>Lievens, F., &amp; Chapman, D. (2009). Recruitment and Selection. Fundamentals of Human Resource Management</p> <p>Extra video-college available (see number 7)</p>	<p>Case Discussion 2</p> <p>Case <a href="#">The war for talent in China</a> Preparation: How can you be attractive for job seekers? What would be the best ways to develop and retain new Chinese hires and existing Chinese managers?</p>
4 Theme: HRD and intellectual capital	<p>Presentation 'Human Resource Development and intellectual capital'</p> <p>Reading List <a href="#">Richman (2015)</a>, Human Resource Management and Human Resource Development</p>	<p>Case Discussion 3</p> <p>Case <a href="#">Harvard Business Case: Skandia AFS</a> Preparation: How has Jan Carendi been able to grow AFS from a marginal division of Skandia in the late</p>

	<p>Understanding corporate value: managing and reporting intellectual capital (Cranfield University)</p> <p>Extra video-college available (see number 8, 9 and 10)</p>	<p>1980s into a powerhouse of its growth and profitability by the mid- 1990s?</p> <p>What are the strengths and vulnerabilities of the AFS business model? Has Carendi created a source of sustainable competitive advantage? Be prepared to defend what it is and why it is sustainable, or, alternatively, why it is unsustainable.</p> <p>What do you think of Carendi's organizational concept of 'Specialists in collaboration' and his 'Prototype' management model of transferable business processes?</p> <p>How do you evaluate AFS's concept of intellectual capital? Is Carendi's attempt of measuring and managing it the wave of the future or a faddish distraction? What are the benefits? The risks?</p> <p>What changes, if any, should Carendi be contemplating for AFS's strategic, organizational, and managerial model in the future? What are the implications of the Generation-X study?</p>
<p>5 Theme: control/ motivation &amp; commitment</p>	<p>Presentation 'Control in complex organisations'</p> <p>Reading list 'Managing the Human Resource in the 21st century', chapter 4</p> <p><u>Herzberg, F.</u> (1968). How Do You Motivate Employees, Harvard Business Review.</p> <p><u>Merchant, K. A., &amp; Van der Stede, W. A.</u> (2007). Management control systems. Edinburgh Gate: Financial Times/Prentice Hall</p>	<p>Case Discussion 4</p> <p>Case <u>Harvard Business Case: Engstrom Auto Mirror Plant</u></p> <p>Preparation: Begin by identifying the key problems/issues for Engstrom, and then identify the key theoretical contributions that a Scanlon plan should bring to a company. Is Scanlon a good solution for Engstrom's challenges? What organizational factors at Engstrom impacted how well Scanlon performed at the plant? Then generalize to other organizations: how are pay-for-performance systems influenced positively or negatively by other organizational factors? How important do you feel money is as a motivator? Does pay motivate you? Would you be less likely to spend time on innovative, creative pursuits if you were not paid for that effort? How does pay, and employees' perception that pay is seldom fairly linked to performance, hinder collaboration in an organization? If you were Bent, how would you solve the problem facing Engstrom?</p>
<p>6 Theme: Measuring performance: pay &amp; reward</p>	<p>Presentation "performance management"</p> <p>Extra video-college available (see nr 15,16,17,18)</p> <p>Reading list</p>	<p>Case Discussion 5</p> <p>Case <u>Harvard Business Case: Safelite Auto</u></p> <p>Preparation: Why was the productivity of the Safelite installers so low?</p>

	<p><u>Hammer (2007)</u>. The 7 deadly sins of performance measurement, MIT Sloan Management Review.</p> <p><u>Pfeffer (1998)</u>. Six dangerous myths about pay. Harvard Business Review (May-June): 109-119.</p> <p><u>Rynes, Gerhart, &amp; Minette (2004)</u>. The importance of pay in employee motivation: Discrepancies between what people say and what they do. Human Resource Management, 43(4), 381-394</p>	<p>Does the proposed PPP plan address the problems described in question 1? Does it introduce new problems? Explain.</p> <p>What are the pros and cons of switching from wage rates to piece rate pay? Are Safelite installers good candidates for piece-rate pay? Why or why not?</p> <p>Should there be a guaranteed wage? If so, how should it be set?</p> <p>What are the likely consequences of a switch from wage to piece rates for: Turnover, Recruitment, Productivity, Product Quality</p>
7 Theme sustainable strategies	<p>HRM formative test and guest speaker</p> <p>Reading list</p>	<p>Trial assessment, case study Nike</p>

**COURSE REQUIREMENTS AND EXPECTATIONS**

- Class Participation. The discussion classes are obligatory. Each student is required to be an active participant in case discussions;
- Your participation reflection should assess your total contribution to the learning environment. This includes not only the frequency of your contributions in class, but also their quality. Quality, includes, among other things: (1) sound, rigorous, and insightful diagnosis (e.g. sharpening of key issues, depth and relevance of analysis); (2) ability to draw on course materials and your own experience productively; (3) ability to advance or sharpen in-class discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision, and evidence in making arguments; (4) professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to all section members and their class contributions);
- Unexcused absences and lack of preparation will result in extra work to be done for your report.

**FINANCIAL MANAGEMENT 3.2**

**GENERAL INFORMATION**

Date: May 10<sup>th</sup>, 2020  
 Owner study unit: Mr Edwin van den Berg MSc  
 Course title IFAS: Financial Management 3.2  
 Prerequisite: none  
 ECTS: 4  
 Quarter: 3.2

**LECTURER'S INFORMATION**

Mr Edwin van den Berg MSc, Mr Erik Horsthuis MSc

**COURSE DESCRIPTIONS**

During this course, we will investigate and discuss the relevance of (Net) Working Capital on the Performance of a Company. We will use a Theoretical Framework (CH 16, 17 & 18 of Corporate Finance, Ross) combined with practical research of listed companies and last, but certainly not least, we will work on a project in which we use Power BI to manage our Working Capital.

**COURSE GOALS**

The goals for Financial Management 2.2 are to increase our knowledge and awareness of the relevance of Net Working Capital Management and the effect on the profitability of a company.

**COURSE LEARNING OUTCOMES**

- The student can describe, calculate and analyse the operating and cash cycles;
- The student can discuss the importance of the operating and cash cycles;
- The student can differentiate between the types of short term financial policy;

- The student can identify and calculate the essentials of short term financial planning;
- The student can calculate the effective annual interest rate on a short term financial credit;
- The student can analyse and explain how firms manage their receivables;
- The student can analyse the basic components of a firm's credit policy;
- The student can differentiate between the different types of inventory and inventory management systems used by firms;
- The student can explain what determines the optimal inventory level.

### LITERATURE

Ross, 9th edition, corporate finance essentials, chapter 16-18 , McGrawhill, ISBN 978-1-259-25480 or newer version.

### EXAMINATION

Written exam, survey questions, trial exam available + video of the Power BI assignment.

### LESSON PLAN

CLASS	TOPICS	LITERATURE	HOMEWORK	MEETING
1.1	Introduction: course, exam, project	-	-	-
1.2	NWC, operating & cash cycle	16.1 - 16.2	Read 16.1 – 16.2	Teacher will discuss sheets
2.1	NWC, operating & cash cycle	16.1 - 16.2	Prepare Q&P 1 - 6	Students will present their solutions
2.2	ST financial policy	16.3 – 16.5	Read 16.3 – 16.5	Teacher will discuss sheets
3.1	ST financial policy	16.3 – 16.5	Prepare QP 7 - 18	Students will present their solutions
3.2	Credit police & Inventory management	17.3 – 17.5	Read 17.3 – 17.5	Teacher will discuss sheets
4.1	Credit police & Inventory management	17.3 – 17.5	Prepare Q&P 7 – 15	Students will present their solutions
4.2	FX market, arbitrage, CIA	18	Read 18.1 – 18.6	Teacher will discuss sheets
5.1	FX market, arbitrage, CIA	18	Prepare Q&P 1 – 16	Students will present their solutions
5.2	Discuss papers	16 - 18	Read paper 1 and 2	Discuss paper 1 and 2
6.1	Discuss papers	16 - 18	Read paper 3 and 4	Discuss paper 3 and 4
6.2	Discuss papers	16 - 18	Read paper 5 and 6	Discuss paper 5 and 6
7.1	Trial exam	-	Prepare trial exam	Group discussion trial exam
7.2	Trial exam	-	Prepare trial exam	Group discussion trial exam

In addition to the written exam, you will have to make a video for the Working Capital Management using Power BI case. You need at least a sufficient grade for this video to pass this course. For more information, please check blackboard. For the Power BI workshop, please check your schedule.

### COURSE REQUIREMENTS AND EXPECTATIONS

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

## **MANAGEMENT ACCOUNTING 3.2**

### **GENERAL INFORMATION**

Date: May 7<sup>th</sup> 2020

Owner study unit: Mr Michel ter Brake

Course title IFAS: Management Accounting 3.2

Prerequisite: not applicable

ECTS: 4

Quarter: 3.2

### **LECTURER'S INFORMATION**

Mr Michel ter Brake

### **COURSE DESCRIPTIONS**

Topics covered will be:

- Activity Based Costing;
- Customer Profitability and Sales Variances;
- Support-Department costs;
- Inventory Management;
- Simplified Costing Methods;
- Pricing Decisions.

### **COURSE GOALS**

- The student can explain the terms over- and under costing related to simple costing systems;
- The student is familiar with the four layers of the cost hierarchy of Activity Based Costing (ABC);
- The student can apply cost calculations based on ABC;
- The student can name and explain several advantages and disadvantages of applying ABC;
- The student can explain the difference between cost commitment based on ABC and the more traditional cost method;
- The student can name and explain between sales price establishment in the short and long term;
- The student can fix sales prices based on both cost-plus and the target costing method;
- The student is able to assign indirect costs pools to that are as homogeneous as possible;
- The student can explain the profitability per customer when there is a great diversity among the customers of a company;
- The student can decompose sales volume variance in the sales mix variance and the sales-quantity variance;
- The student can explain the influence of the choice of actual versus budgeted rates and actual versus budgeted usage in the context of internal rates;
- The student can apply three methods, direct method, step-down method and the reciprocal method, with respect to internal rates;
- The student can calculate the optimal order quantity in two variables, inventory and ordering cost;
- The student can explain concepts like J.I.T. and M.R.P. and Lean Accounting;
- The student can use backflush costing with respect to inventory transactions.

### **COURSE LEARNING OUTCOMES**

- The student is able to contribute to the design of the management control systems aimed at monitoring performance and steering an organisation towards its (strategic) goals;
- The student is able to give advice about the optimal design of information systems and business processes aimed at the effectiveness and efficiency of an organisation.

### **LITERATURE**

Cost Accounting, Horngren, 16th edition.

### **EXAMINATION**

Written exam.

## LESSON PLAN

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
1.1	Activity Based Costing	Chapter 5	Introduction to ABC 18.1, 21.1+2+3+5,
1.2	Activity Based Costing	Chapter 5	23, 25.1+2+3, 26.1+2
1.3	Cost Allocation, Customer Profitability, Sales Variance Analysis [exclusive Appendix]	Chapter 14	19, 21, 22, 23 30, 35, 38
1.4	Support-Department Costs	Chapter 15	19, 20 24, 32
1.5	Inventory Management, Simplified Costing Methods	Chapter 20	21, 22, 24 27, 28, 29
1.6	Pricing Decisions and Cost Management	Chapter 13	19, 22 29, 31
1.7	Trial Exam 2.2		Trial exam

## COURSE REQUIREMENTS AND EXPECTATIONS

- Regular attendance is expected. Although much learning occurs outside of class, we believe it is not possible to get what you need from this course without being here;
- We expect students to be prepared for all classes.

## MANAGEMENT ACCOUNTING 4.2

### GENERAL INFORMATION

Date: May 15<sup>th</sup>, 2020

Owner study unit: Mr Edwald Mentink

Course title IFAS: Management Accounting 4.2

Prerequisite: none

ECTS: 4

Quarter: 4.2

### LECTURER'S INFORMATION

Mr Edwald Mentink - the lecturer is specialised in external reporting by not-for-profit organizations, more specifically the way a balanced scorecard could supply the basic structure for reporting about both financial and not-financial targets and in Financial Control in not-for-profit organizations.

### COURSE DESCRIPTIONS

Controlling is one of the managerial functions like planning, organizing, staffing and directing. It is an important function because it helps to check the errors and to take the corrective action so that deviation from standards are minimized and stated goals of the organization are achieved in a desired manner. In this course, we want to explore some of the existing tools that provide support in management control.

### COURSE GOALS

- The student understands and can discuss Strategy & Balanced Scorecard;
- The student understands and can discuss the system of process costing;
- The student understands and can discuss how quality can be used by companies as a competitive tool;
- The student understands and can discuss the management control systems and the use of transfer pricing in a multinational environment.

### COURSE LEARNING OUTCOMES

Students understand some of the basic principles of management accounting and how management accounting supports management in their quest to take control over the organization they are managing.

### LITERATURE

Horngrén's Cost Accounting, A Managerial Emphasis, Srikant & Madhav, 16th edition Pearson, ISBN 9781292211541.

### EXAMINATION

A written exam, based on practical and realistic cases.

## LESSON PLAN

**Black & Bold = Homework**

*Steel blue italic = In class assignment*

WEEK	LESSON	CHAPTER	QUESTION
2.1	Part 1	CH 12	Questions 12.16 and 12.22
	Part 2	CH 12	Questions 12.18 and 12.19
2.2	Part 1	CH 17	Questions 17.2, 17.3, 17.16, 17.17 and 17.18
	Part 2	CH 17	Questions 17.19, 17.20, 17.21 and 17.22
2.3	Part 1	CH 17	Questions 17.38
	Part 2	CH 17	Questions 17.40
2.4	Part 1	CH 19	Question 19.16
	Part 2	CH 19	Question 19.19, 19.20
2.5	Part 1	CH 19	Question 19.25, 19.26
	Part 2	CH 22	Question 22.18, 22.20
2.6	Part 1	CH 22	Question 22.22, 22.27
	Part 2	CH 22	Question 22.19, 22.21
2.7	Part 1	Repetition	12.26, 12.27, 17.26, 19.29 and 22.23
	Part 2	Trial exam	

## COURSE REQUIREMENTS AND EXPECTATIONS

- Regular attendance is expected. Although much learning occurs outside of class, we believe it is not possible to get what you need from this course without being here;
- We expect students to be prepared for all classes.

## AUDTING 4.2

### GENERAL INFORMATION

Date: May 5<sup>th</sup>, 2020

Owner study unit: Mr Edwald Mentink

Course title IFAS: Auditing 4.2

Prerequisite: none

ECTS: 4

Quarter: 4.2

### LECTURER'S INFORMATION

Mr Edwald Mentink - the lecturer is specialised in external reporting by not-for-profit organizations, more specifically the way a balanced scorecard could supply the basic structure for reporting about both financial and not-financial targets and in Financial Control in not-for-profit organizations.

### COURSE DESCRIPTIONS

A financial audit, or more accurately, an audit of financial statements, is the verification of the financial statements of a legal entity, with a view to express an audit opinion. The audit opinion is intended to provide reasonable assurance, but not absolute assurance, that the financial statements are presented fairly, in all material respects, and/or give a true and fair view in accordance with the financial reporting framework. The purpose of an audit is to provide an objective independent examination of the financial statements, which increases the value and credibility of the financial statements produced by management, thus increase user confidence in the financial statement, reduce investor risk and consequently reduce the cost of capital of the preparer of the financial statements.

In this course we focus on the question of how to collect audit evidence that the management assertions (actual figures and disclosures) made in the Financial Statements are reliable and in accordance with required standards and legislation.

### COURSE GOALS

- The student understands and can discuss the approach to the audit of cash and financial investments;
- The student understands and can discuss the audit of receivables and revenue;
- The student understands and can discuss the audit of inventories and cost of goods sold;
- The student understands and can discuss the audit of property, plant and equipment;
- The student understands and can discuss the audit of accounts payable and other liabilities;
- The student understands and can discuss the audit of debt and equity.

### COURSE LEARNING OUTCOMES

Students understand the way auditors gather evidence that either supports or contradicts management assertions about the different balance sheet accounts and income statement and how auditors use the internal control system of the company in this process.

### LITERATURE

Whittington/Pany, Principles of Auditing & Other Assurance Services, Twentieth Edition, McGraw-Hill International Edition, ISBN 978-1-259-25277-8

### EXAMINATION

A written exam, based on a practical and realistic case.

### LESSON PLAN

WEEK	LESSON	CHAPTER	TO DO – black letters = homework, blue letters = in class assignment
1	1	10	Question 10.10, 10.11, 10.18 and 10.27
	2		Question 10.46, 10.50, roadrunner case and assignment two
2	1	11	Question 11.6, 11.9, 11.14, 11.15, 11.19 and 11.25
	2		Question 11.26, 11.31, 11.41 and 11.47 Students: how would I audit a Department Store?
3	1	12	Question 12.1, 12.2, 12.3, 12.19, 12.21 and 12.41
	2		Question 12.25, 12.26 and 12.39 Roadrunner case and assignment three
4	1	13	Question 13.4, 13.14, 13.17, 13.21 and 13.25
	2		Question 13.27, 13.31, 13.36 and 13.39 Roadrunner case and assignment four
5	1	14	Question 14.3, 14.14, 14.17, 14.18 and 14.37
	2		Question 14.38, 14.39 Students: how would I audit a Truck Plant?
6	1	15	Question 15.7, 15.8, 15.12, 15.26 and 15.30
	2		Question 15.36 Students how would I audit a Shipyard?
7	1	Review	
	2	Trial test	

### COURSE REQUIREMENTS AND EXPECTATIONS

- Regular attendance is expected. Although much learning occurs outside of class, we believe it is not possible to get what you need from this course without being present;
- We expect students to be prepared for all classes.

### FINANCIAL ACCOUNTING 4.2

#### GENERAL INFORMATION

Date: April 20<sup>th</sup>, 2020

Owner study unit: Mr R.H.M. Engberink MA CPA

Course title IFAS: Financial Accounting 4.2  
Prerequisite: Financial Accounting 4.1  
ECTS: 4  
Quarter: 4.2

#### LECTURER'S INFORMATION

Mr R.H.M. Engberink MA CPA. The lecturer is a specialist in financial accounting.

#### COURSE DESCRIPTIONS

The course is about:

- Accounting for partial ownership interest of non-controlling owners of a subsidiary (the minority interest) by the parent;
- The elimination of the accounting effects created by intra-entity transactions in the consolidation process;
- Intra-entity debt and Consolidated cash flows;
- All according the US-GAAP rules.

#### COURSE GOALS

- Describe and apply the valuation principles underlying the acquisition method of accounting for the non-controlling interest;
- Consolidate financial statements with intra-entity assets transactions and intra-entity debts.
- Consolidated cash flows.

#### COURSE LEARNING OUTCOMES

- Describe and apply the valuation principles underlying the acquisition method of accounting for the non-controlling interest;
- Consolidate financial statements with intra-entity assets transactions and intra-entity debts;
- Consolidated cash flows.

#### LITERATURE

Hoyle, Joe B. (2014). Fundamentals of Advanced Accounting, sixth edition, chapters 4, 5 and 6.

#### EXAMINATION

Written exam of 120 minutes with open questions.

#### LESSON PLAN

Week	Topics	Literature	Assignments
2.1	Consolidated financial statements and outside ownership	Chapter 4	Ch. 4: 1, 2, 3, 4, 6, 7, 8, 14, 15, 16
2.2	Consolidated financial statements and outside ownership	Chapter 4	Ch. 4: 23, 24, 27, 32, 37, 38, 39
2.3	Consolidated financial statements – intra-entity asset transactions	Chapter 5	Ch. 5: 1, 2, 4, 5, 10, 11, 12, 15, 28
2.4	Consolidated financial statements – intra-entity asset transactions	Chapter 5	Ch. 5: 3, 6, 7, 8, 9, 13, 29, 32, 36
2.5	Intra-entity debt Consolidated cash flows	Chapter 6	Ch. 5: 14, 33, 34, 35 Ch. 6: 2, 10, 12, 13, 42
2.6	Intra-entity debt Consolidated cash flows	Chapter 6	Ch. 6: 3, 4, 5, 6, 7, 15, 17, 30, 44
2.7	Trial exam		Ch. 6: 33, 34, 48

#### COURSE REQUIREMENTS AND EXPECTATIONS

The students must prepare all of the assignments in the lesson plan at home. Without sufficient practice it is impossible to pass the exam.

## **SPRING SEMESTER – XEIFA1VT-2.2 - DEVENTER**

### **INTERNATIONAL LAW 3.3**

#### **GENERAL INFORMATION**

Date: June 23<sup>rd</sup> 2020

Owner study unit: Mr Jaap van Hettema LLM

Course title IFAS: International Law 3.3

Prerequisite: none

ECTS: 3

Quarter: 3.3

#### **LECTURER'S INFORMATION**

Mr Jaap van Hettema LLM

#### **COURSE DESCRIPTIONS**

The course international law 1.3 and 3.3 is meant for the international students of IFA and IFAS. The content of the course is divided in three subjects:

- International civil law;
- European law;
- Business law and intellectual property law.

In international civil law the juridical aspects of the purchase will be explained. Terms like non fulfilment, unlawful act, incoterms, security for sellers will be treated.

In European law the aspects of the working of the European Union will be explained. Subjects like the European institutions, European legislation, the internal market and the European competition will be central.

In business law and intellectual property law the juridical aspects of the business forms and the protection of intellectual property rights will be central.

#### **COURSE GOALS**

With the above mention knowledge students will be able to give advice about the design of information systems and business processes of an organisation aimed at managing risk.

#### **COURSE LEARNING OUTCOMES**

- The students learn which basic juridical problems companies have to solve;
- The students learn how to make a sales contract and which subjects have to be mentioned in a contract;
- students know what the meaning of non-fulfilment is;
- students know the difference between non fulfilment and an unlawful act;
- students know where companies have to go to court in case of non-fulfilment or an unlawful act;
- students know the institutions of the EU;
- students know the working of the internal market of the EU;
- students know the European competition rules;
- students know the advantages and disadvantages of the different types of business forms;
- students know the intellectual property rights;
- students know how companies can protect their intellectual property rights.

#### **LITERATURE**

A basic guide to International Business law, H. Wevers, Noordhoff Publishers, second edition, ISBN 978-90-01-77994-8.

#### **EXAMINATION**

Written exam of 90 minutes.

## LESSON PLAN

WEEK	TOPICS	ASSIGNMENTS
1.1	Civil law - contract law	-
1.2	International civil law, jurisdiction	Cases 1-3
1.3	Incoterms/ letter of credit /EU law	Cases 3-5
1.4	European law- internal market	Cases week 4
1.5	EU law/ introduction business law	Cases week 5
1.6	Business law/ intellectual property law	Cases week 6
1.7	Intellectual property law	Cases week 7/ trial exam

## COURSE REQUIREMENTS AND EXPECTATIONS

Regulations on attending class

- Come prepared – students are expected to have prepared the cases;
- Students must attend school on time. Students who are late will not be able to attend the class;
- Turn off cell phones during classes;
- Do not engage in individual discussions.

Class behaviour rules

- The module is based on the principle of respect for the learner and the instructor. All behaviours that affect the teaching and learning process are strictly prohibited;
- Absolutely do not make noise, affect other people in the learning process;
- Do not eat, chew gum, use equipment such as telephone, music player during school hours;
- Notebooks and tablets are only allowed for educational purpose. Absolutely no other use.

## INTERNATIONAL FINANCIAL MANAGEMENT 3.3

### GENERAL INFORMATION

Date: May 10<sup>th</sup>, 2020

Owner study unit: Mr Edwin van den Berg MSc

Course title IFAS: Financial Management 3.3

Prerequisite: none

ECTS: 4

Quarter: 3.3

### LECTURER'S INFORMATION

Mr Edwin van den Berg MSc, Mr Kees Tesselhoff MSc, MSc

### COURSE DESCRIPTIONS

Knowledge of the international financial markets is very important for many businesses that operate internationally. We will discuss, among other things, the functioning of exchange markets (exchange rate risk), international banking, the role of inflation and interest, purchasing power parity, international investments and ways to limit international risks.

This course builds on the Micro macro course in Economics and has things in common with Financial Management.

### COURSE GOALS

The goals for International Financial Management 2.3 are to increase our knowledge and awareness of the relevance of doing business internationally and how to manage the financial risks of international business.

### COURSE LEARNING OUTCOMES

- The student can discuss the functioning and structure of the FX market;
- The student can interpret spot, forward, swap and future FX market quotations;
- The student can derive cross-rate FX quotations;
- The student can analyse and calculate the concept of triangular arbitrage as a means of ensuring market efficiency;
- The student can explain and apply the interest rate parity condition;

- The student can explain the purchasing power parity;
- The student can explain and apply the (international) fisher effect and forward rate expectations parity;
- The student can explain and calculate (European/American) currency options pay off at expiration;
- The student can distinguish between interest rate and currency swaps;
- The student can explain and calculate interest rate and currency swaps;
- The student can explain the risks associated with interest rate and currency swaps;
- The student can explain why investors diversify their portfolios internationally;
- The student can explain and calculate the effects of fluctuating exchange rates on international portfolio investments;
- The student can explain the possible reasons for "home bias" in actual portfolio holdings.

#### LITERATURE

International Finance, Eun and Resnick, latest edition, ISBN 9780077161613

#### EXAMINATION

Written exam, survey questions, trial exam available

#### LESSON PLAN

MEETING	TOPIC	HOMEWORK
1.1	Introduction IFM 2.3	Read test matrix
1.2	CH 6 (group 1)	Read CH 6, prepare presentation and Q&P 1, 2, 7, 8, 9 and 11
2.1	CH 5 (group 2)	Read CH 5, prepare presentation and Q&P 3, 6, 9, 10 and 11
2.2	CH 5 (group 2)	Mind map CH 5 and prepare Q&P 3, 6, 9, 10 and 11
3.1	CH 7 (group 4)	Read CH 7 and prepare presentation
3.2	CH 7 (group 4)	Mind map CH 7 and prepare Q&P 1, 2, 4, 5, 6, 7, 8 and 9
4.1	CH 7 (group 4)	Prepare Q&P 1, 2, 4, 5, 6, 7, 8 and 9
4.2	CH 7 (group 4)	Prepare Q&P 1, 2, 4, 5, 6, 7, 8, 9 and extra exercise
5.1	CH 14 (group 5)	Read CH 14 and prepare presentation
5.2	CH 14 (group 5)	Mind map CH 14 and prepare Q&P 1 – 3 and 8
6.1	CH 14 (group 5)	Prepare Q&P 1 – 3 and 8
6.2	CH 15 (group 3)	Read CH 15, prepare presentation and Q&P 1 – 5
7.1	Trial exam	
7.2	Trial exam	

#### COURSE REQUIREMENTS AND EXPECTATIONS

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

#### SUPPLY CHAIN MANAGEMENT 3.3

##### GENERAL INFORMATION

Date: March 19<sup>th</sup>, 2020

Owner study unit: Mr Frank Gruben MSc

Course title IFAS: Supply Chain Management 3.3

Prerequisite: none

ECTS: 3

Quarter: 3.3

##### LECTURER'S INFORMATION

Mr Frank Gruben MSc

### COURSE DESCRIPTIONS

Companies differ in the way they try to deliver value to customers. Ultimate goal is to satisfy consumers (end customers). All companies involve supply chain partners to deliver that value.

### COURSE GOALS

- The student shows how supply chains compete on different competitive criteria.
- The student shows how logistics supports development of customer loyalty through quality of service
- The student is able to explain the Economic Order Quantity and calculate the EOQ in a simplified case.
- The student is able to explain the difference between P-time and D-time, the link with the CODP and the consequences for delivering customer expectations.
- The student is able to show how managing supply chains can be leveraged by improving new product introductions, promotions, product ranges and replenishments.
- The student is able to explain the difference between the concepts of Lean and Agile, and show how the combination of these concepts can be applied.

### COURSE LEARNING OUTCOMES

Students know how to configure their companies' supply chain or increase the performance in their supply chain

### LITERATURE

Newest edition to Alan Harrison, Remko van Hoek, Heather Skipworth: Logistics management and strategy  
Competing through the supply chain

### EXAMINATION

The exam consist of 2 big exercises. The first one is testing concepts, theory and definitions. The second one translates theory to real life cases.

### LESSON PLAN

Week	Chapter	Case Studies
1	1	1.1, 1.2 and 1.6
2	2, 3 and 4	2.3, 2.5, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 4.6 and 4.11
3	5 and 6	5.1, 5.2, 6.1, 6.2, 6.3, 6.4 and 6.5
4	7	7.1, 7.2, 7.3 and 7.4
5	Preparing company visit Discuss DVD on supply chain problems at HEMA	
6	Company visit	
7	Trial exam	

### COURSE REQUIREMENTS AND EXPECTATIONS

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

### ACCOUNTING INFORMATION SYSTEMS 4.3

#### GENERAL INFORMATION

Date: July 17<sup>th</sup>, 2020

Owner study unit: Mr Marten Bruining MSc MBA

Course title IFAS: Accounting Information Systems 4.3

Prerequisite: none

ECTS: 3

Quarter: 4.3

#### LECTURER'S INFORMATION

Mr Marten Bruining MSc MBA gets assisted by an assistant (student from previous years).

### COURSE DESCRIPTIONS

Accounting Information Systems is a course that contributes to the competence Information Management.

Accounting Information Systems 2.3 and/or 4.3 deals with the following topics:

- Data, transaction data processing and information;
- (relational) Databases;
- Risks with respect to information and controls to reduce those risks;
- Audit and evaluation of information systems.

### COURSE GOALS

The lifeblood of the administrative and operational environment of any organisation is the data it collects, processes, stores, and reports as useful information to both internal and external users. All levels of an organisation are affected both directly and indirectly by the input, flow and output of such information. Management of organisations needs purposeful and reliable information to control business processes. This mainly includes the quality aspects of effectiveness, efficiency, reliability, availability and controllability.

### COURSE LEARNING OUTCOMES

Accounting Information Systems is a course that contributes to the competence Information Management.

The course is chiefly focused on data, transaction data processing and information, and is heavily IT-based. It applies a web based ERP application for trade companies: Exact Online Handel Premium. The spreadsheet application Excel will be used for additional analysis and reporting purposes.

The course aims to bridge financial accounting with the controlling aspects of accounting information systems.

### LITERATURE

- Romney, Marshall B., Accounting Information Systems (14th, Global ed.). Essex, England: Pearson Education;
- Bruining, M., Syllabus Accounting Information Systems 2.3 (4.3), Exact Online (EOL) Handel Premium: Saxion UAS.

### EXAMINATION

Report (Excel downloads from Exact companies plus answers to 100 so-called reflection questions).

### LESSON PLAN

Practice:

WEEK	TOPICS	LITERATURE	ASSIGNMENTS
1.1	General introduction, sales (including bookkeeping control), purchases and fixed assets	Syllabus EOL	#1
1.2	Sales (including turnover bonus), purchases (including purchase order advices and bookkeeping control)	Syllabus EOL	#2
1.3	Purchasing (reconciling the control account and transferring purchase price variances to the P&L), permanence and liquid assets	Syllabus EOL	#3
1.4	Fixed assets, current assets and VAT returns	Syllabus EOL	#4
1.5	Stock counts and cost price changes	Syllabus EOL	#5
1.6	P&L by item group, budgets and capita selecta	Syllabus EOL	#6
1.7	All of the above; loose ends	Syllabus EOL	All of the above

Accompanying theory:

ASSIGNMENT#	CHAPTER	PAGE(S)
#1	2 Overview of Transaction Processing and ERP Systems	55, 59
	4 Conceptual Foundations of Accounting Information Systems	116
	7 Control and Accounting Information Systems	224
	8 Controls for Information Security	263 - 264
	10 Processing Integrity and Availability Controls	323 - 327
	13 The Expenditure Cycle: Purchasing to Cash Disbursements	425 - 427
#2	-	-
#3	7 Control and Accounting Information Systems	239
	10 Processing Integrity and Availability Controls	323
#4	2 Overview of Transaction Processing and ERP Systems	54, 58
	4 Conceptual Foundations of Accounting Information Systems	117
	8 Controls for Information Security	263 - 264
	12 The Revenue Cycle: Sales to Cash Collections	388 - 390
#5	10 Processing Integrity and Availability Controls	326 - 327
	12 The Revenue Cycle: Sales to Cash Collections	383
	13 The Expenditure Cycle: Purchasing to Cash Disbursements	426
#6	10 Processing Integrity and Availability Controls	329
	16 General Ledger and Reporting System	529, 536 - 537

#### **COURSE REQUIREMENTS AND EXPECTATIONS**

Preparation of homework, attend classes and have fun during the course.

#### **MIS/ICT 4.3**

##### **GENERAL INFORMATION**

Date: June 26<sup>th</sup>, 2020

Owner study unit: Mr Harm Postma MSc

Course title IFAS: MIS/ICT 4.3

Prerequisite: None

ECTS: 3

Quarter: 4.3

##### **LECTURER'S INFORMATION**

Mr Harm Postma MSc - lecture worked for more than 20 year in ICT as well as programmer as information analyst.

##### **COURSE DESCRIPTIONS**

Information technology nowadays is without a doubt coupled to the most important functions in the organisation. The marketing-, the sales- and amongst others the administrative function are automated in such a way that one can speak of a dependency on ICT.

Business managers see the development of the ICT component more and more as leading. Keeping up to pace with the development of ICT is a must. Example of this is the growth of digital business or e-commerce. Most managers recognize the fact that they must keep up but simply don't have the resources to do so. A company that doesn't invest in ICT runs behind.

The other side of the story is that jumping in at the right time might be very wise, or in other words don't be the first to jump however, doing nothing although is never a wise thing but having a set of evaluation criteria to assess the possibilities of new technology and then decide to what is essential.

In this course the students build in a group of 3 to 4 persons a Management Information System for the Pralines retail shop of Mr. Jean Neuhaus where theoretical (proposal for business model) as well as practical (database and Excel) skills are needed.

### **COURSE GOALS**

Make the student a worthy partner in the business discussions about the digital world, who speaks the language of the IT people as well as the language of business developers and can play the role of intermediate

### **COURSE LEARNING OUTCOMES**

- The student sees the database as a coherent set of data tables;
- The student is able to translate natural language questions into 4th generation query language (SQL) using Access;
- The student is able to see an information system as part of the organisation;
- The student is familiar with different aspects of computer networks and internet;
- The student is able to recognize new technologies;
- The students develops an attitude for maintaining development in technology;
- The student has a creative, problem solving attitude, towards information technology;
- The student has the practical knowledge to search information on and with new media;
- The student is able to develop a technology concept for a company;
- The student is able oversee the implementation of the developed concept.

### **LITERATURE**

The MIS/ICT Course book and Online course Microsoft Access.

### **EXAMINATION**

Consist of the grading of a report, a database and the presentation of the previous one.

### **LESSON PLAN**

<b>WEEK</b>	<b>CLASS</b>	<b>CONTENT</b>
1	2 PR	MIS Theory Information requirements / analysis
	3 PC-lab	Online course access
2	2 PR / SS	MIS Theory Writing report
	3 PC-lab	Online course Access
3	2 PR / SS	MIS Theory / consultation Building MIS – writing report
	3 PC-lab / SS	Online course Access
4	2 PR / SS	MIS Theory / consultation Building MIS – writing report
	3 PC-lab / SS	Online course Access / building MIS
5	2 PR / SS	Theory / consultation Building MIS – writing report
	3 PC-lab / SS	Online course Access
6	2 PR / SS	Theory / consultation Building MIS – writing report

	3 PC-lab / SS	Online course Access
7	2 PR / SS	Presentation group work
	3 PC-lab / SS	Finishing touch MIS and reports

### **COURSE REQUIREMENTS AND EXPECTATIONS**

Attendance is mandatory and each student is expected to contribute fully to the group result.

### **SOCIOLOGY & CULTURAL ANTHROPOLOGY 4.3**

#### **GENERAL INFORMATION**

Date June 17<sup>th</sup>, 2020

Owner study unit: Mr Stefan Schenke

Course title IFAS: Sociology & Cultural Anthropology 4.3

Prerequisite: none

ECTS: 3

Quarter: 4.3

#### **LECTURER'S INFORMATION**

Mr Stefan Schenke.

#### **COURSE DESCRIPTIONS**

During the second semester (quarter three) lectures and seminars are scheduled. The lectures are meant to discuss the various subjects theoretically. These lectures will be performed interactively, so including questions, debates and reflections. Literature will be used as guideline. The student has to prepare the meetings by reading the applicable chapter(s) in advance.

The seminar activities will be focussed on the paper assignment. In a step-by-step strategy the student has to write a paper, comparing two different cultural groups.

This course can be characterized as an introduction in both disciplines of social sciences. The main focus will be on social & cultural anthropology. As a prospective economist, specialized in international business, it is a necessity to obtain knowledge and understanding of societies, groups and individuals in a social and cultural perspective. The increase of awareness is relevant for operating professionally in the globalizing world.

The contents of the course should be related to other courses in the IFA(S) programme. Primarily these are the 'Global Economic Awareness' courses (Micro/Macroeconomics, HRM and Ethics) as well as the courses 'Communication'. Every individual is part of a diversity of social networks. Observing and analysing these networks, in combination with comparing social connections of others, can be seen as a point of view to discuss the cultural dimensions of reality. These dimensions are explicitly linked to both economic sciences as well as human sciences; the reality is coloured by human behaviour. Contrary to natural sciences the focus will not be on the formula: 'if... 'then', but on the formula: 'when' ... 'then'.

#### **COURSE GOALS**

- The student can describe the key concepts of sociology and cultural anthropology;
- The student can explain the key concepts of sociology and cultural anthropology;
- The student can describe the variety of human cultures;
- The student can explain the influence of society, religion, symbols, kinship, ethnicity and gender with regard to globalization, identity, multiculturalism and business;
- The student is able to compare the various influences of society, religion, symbols, kinship, ethnicity and gender with regard to globalization, identity, multiculturalism;
- The student is able to discuss about sociological and cultural anthropological topics with other, including peers;
- The student can argue about and reflect on the consequences of the obtained knowledge and ideas of this course;
- The student can write a paper concerning a comparison between two cultural groups.

#### **COURSE LEARNING OUTCOMES**

The student:

- Has obtained the key concepts of sociology and cultural anthropology;

- Has obtained understanding in the variety of human cultures;
- Has obtained understanding in the influence of society, religion, symbols, kinship, ethnicity and gender with regard to globalization, identity, multiculturalism and business;
- Is able to make a comparison between two cultural groups, commit to a written presentation (paper);
- Is able to discuss in a proper way topics of the course with others, including peers;
- Is able to reflect on his/her personal behaviour respect to the prospective profession.

#### LITERATURE

- Monaghan, J. and P. Just (2000), *Social & Cultural Anthropology, a very short introduction*, Oxford University Press Inc., New York.
- Subject related articles.
- Two books and at least four articles for the paper assignment. Students have to make their own selection, checked and agreed by the lecturer.

#### EXAMINATION

A written examination and a paper assignment.

#### LESSON PLAN

WEEK	LECTURE	SEMINAR	PRELIMINARY WORK
1	Introduction: general overview of sociology and cultural anthropology (fieldwork and ethnography), interrelationship with economics	Introduction paper assignment: personal choices of groups to investigate	A very short introduction and chapter 1: page 1 – 33
2	Culture	Resources and design of research	Chapter 2: page 34 – 52 Preparatory work resources
3	Society	Analysis data cultural group #1	Chapter 3: page 53 -74 Collecting data source materials
4	Sex and blood	Analysis data cultural group #2	Chapter 4: page 75 – 88 Collecting data source materials
5	Caste, class, tribe, nation	Comparative analysis of both cultural groups	Chapter 5: page 89 – 106
6	People and their thing, people and their gods	Draft version of paper: discussion and feedback	Chapter 6 and 7: page 107 – 130
7	People and their selves, preparation written exam	Final version of paper: conducting defence of outcome	Chapter 8: page 131 - 144

#### COURSE REQUIREMENTS AND EXPECTATIONS

Active and properly participation during lectures and seminars (provisionally).

#### INTERNATIONAL TAXATION 3.4

##### GENERAL INFORMATION

Date; May 7<sup>th</sup> 2020

Owner study unit: Ms Bente Lansink - Ensink

Course title IFAS: International taxation 3.4

Prerequisite: none

ECTS: 3

Quarter: 3.4

### LECTURER'S INFORMATION

Ms Bente Lansink – Ensink

### COURSE DESCRIPTIONS

International taxation is a course to give students a general idea about the different types and effects of taxation. Dutch tax law is leading to explain International tax law. Students use the OECD Model Convention to solve cases about double taxation. Students also pore upon the tax system of one other country of their choice. Students give a presentation about the tax system in another country and discuss differences with the Dutch system.

### COURSE GOALS

During the lectures the teacher explains different topics based on Dutch tax law and International tax law. Students use the OECD Model Convention to solve cases about double taxation.

### COURSE LEARNING OUTCOMES

- The student can describe which parties are involved in the field of international tax law and appoint their duties;
- The student can name different types of taxation principles and illustrate this with examples;
- The student can determine where someone lives and where a company is located, based on tax treaties;
- The student can determine where someone lives and where a company is located, based on tax treaties;
- The student can determine where income components are taxed by using tax treaties;
- The student can on the basis of a case calculate how much VAT, Corporate income tax or Personal income tax is owed;
- The student can explain how double taxation can arise and how to avoid double taxation;
- The student can apply the exemption and credit method to avoid double taxation;
- The student can explain the concept of transfer pricing and can based on a case determine which method is the most appropriate to calculate a transfer price.

### LITERATURE

Introduction to the Law of Double Taxation Conventions 2nd edition, Michael Lang, IBFD 2013.

### EXAMINATION

In the written exam 'International taxation 1.4'. The exam will last 120 minutes.

### LESSON PLAN

WEEK	SUBJECT	WHAT DO YOU HAVE TO READ IN YOUR BOOK?
1	Introduction international taxation, Residence	Chapter 1, 2 and 3
2	Value Added Tax (VAT)	Chapter 6, 7 and 8
3	No lessons due to Ascension day weekend	
4	Personal Income Tax & Corporate Income Tax	Chapter 9
5	Double taxation and methods for elimination of double taxation	Chapter 10 and 11
6	Transfer pricing	Chapter 12,13 and14
7	Inheritance tax treaties, Trial exam	Chapter 15, 16 and 17

### COURSE REQUIREMENTS AND EXPECTATIONS

Students prepare exercises and read relevant chapters of the literature before lecture.

### INTERNATIONAL FINANCIAL MANAGEMENT 3.4

#### GENERAL INFORMATION

Date: May 10<sup>th</sup> , 2020

Owner study unit: Mr Edwin van den Berg MSc

Course title IFAS: International Financial Management 3.4

Prerequisite: International Financial Management 2.3 and International Financial Management 3.3

ECTS: 4

Quarter: 3.4

### LECTURER'S INFORMATION

ISBN 9780077161613, Mr Kees Tesselhof MSc MSc

### COURSE DESCRIPTIONS

Knowledge of the international financial markets is very important for many businesses that operate internationally. We will discuss, among other things, the functioning of exchange markets (exchange rate risks), international banking, the role of inflation and interest, purchasing power parity, international investments and ways to limit international risks.

### COURSE GOALS

The goals for International Financial Management 2.4 are to increase our knowledge and awareness of the relevance of doing business internationally and how to manage transaction and economic risk.

### COURSE LEARNING OUTCOMES

- The student can describe the services international & domestic banks provide to their clients;
- The student can describe and calculate money market instruments such as Eurodollar interest rate futures contracts, FRA, Euro notes and Euro commercial paper;
- The student can describe the various types of international bonds (foreign bond, Eurobond, global bond, straight fixed-rate bond, Euro MTN, FRNs, equity related bonds, dual currency bonds);
- The student can define the measure of liquidity and market concentration regarding the international equity market;
- The student can define the market structure and the different types of orders;
- The student can define cross-listing & ADRs, the reasons for it and the advantages;
- The student can define and calculate economic/operating, transaction and translation exposure;
- The student can define the strategies a firm can use for managing the operating exposure;
- The student can define and calculate the payoff of the strategies that a firm can use for managing the transaction exposure.

### LITERATURE

International Finance, Eun and Resnick, latest edition, ISBN 9780077161613.

### EXAMINATION

Written exam, survey questions, trial exam available.

### LESSON PLAN

WEEK	CHAPTER	MEETING ONE	MEETING TWO
1	8	Introduction IFM 2.4	Management of transaction exposure: forward hedge and problem 1
2.1	8	Management of transaction exposure: money market hedge and problem 2	
2.2	8		Management of transaction exposure: option hedge and problem 3
3.1	8	Management of transaction exposure: problems 6, 7 and 8	
3.2	9		Management of economic exposure: operational hedge vs financial hedge and problem 1a, 1c, 3a and 3c
4.1	10	Management of translation exposure: balance sheet hedge vs derivatives hedge	
4.2	11		Forward rate agreements and problem 1, 2, 3 and 4

5.1	8-11	Remaining Q&P CH 8 – 11 and WSS	
5.2	12		International bond markets: problem 1, 2 and 3
6.1	13	International equity markets: problem 1 and 2	
6.2			Remaining Q&P and WSS
7.1 & 7.2		Casus preparation	

#### **COURSE REQUIREMENTS AND EXPECTATIONS**

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

#### **SUPPLY CHAIN MANAGEMENT 3.4**

##### **GENERAL INFORMATION**

Date: March 19<sup>th</sup>, 2020

Owner study unit: Mr Frank Gruben MSc

Course title IFAS: Supply Chain Management 3.4

Prerequisite: none

ECTS: 3

Quarter: 3.4

##### **LECTURER'S INFORMATION**

Mr Frank Gruben MSc

##### **COURSE DESCRIPTIONS**

Companies differ in the way they try to deliver value to customers. Ultimate goal is to satisfy consumers (end customers). All companies involve supply chain partners to deliver that value.

In this second part of Supply Chain Management, the focus is on:

- Integrating the Supply Chain;
- Purchasing;
- Future challenges and opportunities.

##### **COURSE GOALS**

- The student is able to explain the need for aligning processes between organisations and to identify the benefits of integrating the supply chain;
- The student is able to explain the different types of intercompany relationships that exist in the context of supply chain management and argue how the appropriate relationship can be selected;
- The student is able to discuss and weigh the potential benefits and difficulties of operating supply chain partners;
- The student is able to explain the role of procurement in a focal firm, and why this role is a key factor in logistic and supply chain management;
- The student is able to explore the drivers of procurement value, showing how the traditional cost-down role has expanded to a broader basis in the firm;
- The student shows how the concept of supplier segmentation can be applied;
- The student shows how management of supply chains will be affected by future structures and future approaches to aligning organisations, and how this will impact competitiveness of supply chain in the future;
- The student is able to identify key management challenges of competing through the supply chain.

### COURSE LEARNING OUTCOMES

Students know how to deal with different types of partners, suppliers and challenges.

### LITERATURE

Newest edition to Alan Harrison, Remko van Hoek, Heather Skipworth: Logistics management and strategy  
Competing through the supply chain

### EXAMINATION

The exam consist of 2 big exercises. The first one is testing concepts, theory and definitions. The second one translates theory to real life cases.

### LESSON PLAN

Week	Topic	Meeting	Cases
1	Chapter 8	Theory and cases	8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8 and 8.9
2	Chapter 9 and 10	Theory and cases	9.1, 9.2, 9.3, 9.4, 10.1, 10.3 and 10.4
3	Guest lecture 1 on new developments	Preparing guest lecture 1 Team 1	
4	Guest lecture 1	Guest lecture 1 Team 1 delivers	
5	Guest lecture 2	Preparing guest lecture 2 Team 2	
6	Guest lecture 2	Guest lecture 2 Team 2 delivers	
7	Trial Exam	Discuss answers	

### COURSE REQUIREMENTS AND EXPECTATIONS

- Come prepared – read the reading assigned. Students must arrive on time. If you are late, you are not allowed to enter the class;
- Behave as a business professional;
- Notebooks, tablet and computers are only made for the purpose of recording lectures, calculations for lectures, exercises. Absolutely no other use.

### FINANCIAL ACCOUNTING 3.4

#### GENERAL INFORMATION

Date: May 8<sup>th</sup> 2020

Owner study unit: Ms Lieke Aarts MSc CPA

Course title IFAS: Financial Accounting 3.4

Prerequisite: none

ECTS: 4

Quarter: 3.4

#### LECTURER'S INFORMATION

Ms Lieke Aarts MSc CPA lecturer/researcher at FEM

#### COURSE DESCRIPTIONS

The workload of this course is in total 580 hours in six courses. Three courses in the first year, a course in year two and two courses in the third year. In these courses you build the competence Financial Reporting.

Financial Reporting is about:

- Designing, set-up and maintaining (automated) financial and non-financial data systems;
- Supply financial and non-financial information to the benefit of stakeholders outside the organization;
- Apply the accounting principles and accounting standards in making the annual report of an enterprise;
- Determining and managing financial-economic and fiscal risks;

- Use financial statement analysis to the decision-making process and to evaluate firm performance.

Financial Accounting 2.4 deals with three important topics on designing the annual report of an organization:

- the preparing of the Statement of Cash Flows;
- financial analysis to evaluate firm performance;
- corporate governance and IFRS.

Unlike the textbook we use the double-entry bookkeeping system for dealing the problems.

The workload is four credits times 28 hours is 112 hours. The number of lessons is four per week, so in total seven weeks times four lessons is 28 lessons.

The 112 hours are allocated to visiting lessons (22 hours), preparations of the lessons (60 hours) and preparing and taking the exam (30 hours).

#### COURSE GOALS

The student is able to:

- Prepare the statement of cash flows using the direct method and the indirect method;
- Perform and interpret a horizontal analysis and a vertical analysis of financial statement information;
- Explain how a firm's investments in other firm's marketable securities are valued and reported;
- Evaluate a firm's corporate governance and describe the differences between IFRS and U.S. GAAP.

NO	TAXONOMY CODE	CONTENT	CONCEPTS IN %	REPRODUCTIVE ABILITY IN %	MAXIMUM SCORE
1	RV	The student can prepare the statement of cash flows using the direct method and the indirect method		30	30
2	RV	The student can perform and interpret a horizontal analysis and a vertical analysis of financial statement information		20	20
3	B	The student is able to explain how a firm's investments in other firm's marketable securities are valued and reported	30		30
4	B	The student is able to evaluate a firm's corporate governance and describe the differences between IFRS and U.S. GAAP	20		20
	TOTAL		50	50	100

#### COURSE LEARNING OUTCOMES

- Governance, Risk, Compliance: the student can give advice about the design of information systems and business processes of an organisation aimed at managing risk;
- Finance & Operations: the student can give advice about financial issues, taking into account fiscal aspects and financial risks.

#### LITERATURE

Reimers, Jane L.(2010). Financial Accounting, a business process approach. Third edition. New Jersey: Pearson Prentice Hall, ISBN: 9781292040141.

Chapters 9, 10 (incl. Appendix) and 11 are the topics / subjects of the exam.

In each chapter you find the learning objectives of the discussed theory.

#### EXAMINATION

The exam will be a written exam of 120 minutes.

## LESSON PLAN

WEEK	CONTENT	PREPARE	DURING CLASS
1.1	Summery 1 -8 CH9	CH 9: MC 1 - 3	CH 9: 2, 10, 19, 21 and 34
2.1	CH 9	CH 9: 39, 40, 45 and 46	CH 9: 22, 50, (54 and 55)
2.2	CH 9	CH 9: 54 and 55	CH 9: 49
3.1	CH 10	CH 9: FSA 9-3	CH 10: 15, 16 and 41
3.2			
4.1	CH 10	CH 10: 17 and 18	CH 10: 19 and 44
4.2	CH 10	CH 10: 23 and 36	-
5.1	Appendix 10a	CH 10: 45 and 47	Appendix 10a: 1 and 2
5.2	Appendix 10b	CH 10: 53	Assignment Books-a-Million (format available in library)
6.1	CH 11	Appendix 10B: 3, 4, 5 and 6	CH 11: 14 and 15
6.2	CH 11	CH 11: 16 and 17	-
7.1	CH 11	CH 11: MC 1-5, exercises 6, 7 and 8	-
7.2	Recap	Summary, questions etc	-

## COURSE REQUIREMENTS AND EXPECTATIONS

During the classes we will guide you through a range of topics related to financial reporting, such as cash flow statements, market securities, analysing a firm's performance, corporate governance and IFRS versus US GAAP. *We build on the knowledge you have gathered on the topic of financial reporting in year one at IFA.* We start our first lesson with the topic of cash flow statements. Please prepare yourselves by reading through Chapter nine and summarizing questions/remarks you have. In our first lesson we will also reserve some time for introductions etc.

Just some practical notes in general:

- We kindly ask you to take note of the planning and the cases which need to be prepared;
- Preparation of these cases is an important prerequisite for useful participation in class;
- There is time available during the lesson to discuss any questions or difficulties you may encountered;
- The sheets are already available and contain guidance with respect to the learning objectives and a summary of theory.

## ACCOUNTING INFORMATION SYSTEMS 4.4

### GENERAL INFORMATION

Date: May 8<sup>th</sup>, 2020

Owner study unit: Ms Lieke Aarts MSc CPA

Course title IFAS: Accounting Information Systems 4.4

Prerequisite: none

ECTS: 3

Quarter: 4.4

### LECTURER'S INFORMATION

Ms Lieke Aarts MSc CPA.

### COURSE DESCRIPTIONS

Accounting Information Systems is a course that contributes to the competence Information Management. This course provides a basic knowledge of how accounting information systems function in today's business environment.

This course is primarily focused on the quality of management, administrative and logistic information.

This mainly includes the quality aspects of: effectiveness, efficiency, reliability, availability and controllability.

This implies that the management of organisations needs purposeful and reliable information to control business processes.

Therefore, this course emphasizes the internal control features necessary to produce accurate and reliable accounting data as they look at how accounting information is recorded, summarized, and reported in both manual and computerized systems.

The information needs to be available at the desired times and needs to be subsequently verifiable. This means that requirements need to be determined with regard to the design, construction, implementation and management of data systems, from which the management information emanates.

This course therefore has a lot in common with MIS/ICT.

The following topics are covered in Accounting Information Systems courses: systems concepts, tools, development processes, analysis, design, implementation and operation, computer software and configurations, data storage and processing methods, file processing, implementing data base management systems, internal control, information system controls, data security and integrity, accounting transaction cycles, revenue cycle applications, and expenditure cycle applications.

System concepts, including the theory, principles, controls, practical application and numerical calculations inherent in accounting systems analysis, design, and development. System development life cycle includes system analysis, conceptual design, physical design, operation and maintenance, implementation and conversion. Topics of system controls will include the study of security, accessibility, processing integrity, confidentiality, privacy being fundamental to the system integrity and reliability. Other topics include computer fraud, auditing system and relational databases.

Accounting Information Systems this fourth quarter deals with the following topics:

- Data, transaction data processing and information;
- Setup and management of systems;
- Business activities, information and controls with respect to various transaction cycles;
- Cost accounting system;
- General ledger, reporting, use of IT for reporting, use of management tools for performance monitoring;
- Risks with respect to information and controls to reduce those risks;
- Audit and evaluation of information systems;
- Systems development.

### **COURSE GOALS**

Learning objectives for Accounting Information Systems 2.4 are as follows:

- The student is able to describe: - difference between data and information; - different aspects regarding information; - different aspects regarding accounting information system (AIS); and - major business processes within most organizations;
- The student is able to describe different aspects regarding transaction data processing;
- The student is able to describe: - threats, fraud and types of fraud with respect to information; and - illicit approach or access to computers;
- The student is able to describe different aspects regarding risks and controls;
- The student is able to describe different aspects regarding controls for security of information systems, information systems' reliability, information protection, controls for processing integrity and controls for systems availability;
- The student is able to design a plan for study and evaluation of internal control in an AIS;
- The student is able to describe and/or identify business activities, information aspects, key decisions and threats, with respect to various transaction cycles, and the student is able to evaluate adequacy of controls for dealing with threats regarding various transaction cycles;
- The student is able to describe different aspects and phases regarding systems development process

### **COURSE LEARNING OUTCOMES**

- The student is able to describe: - threats, fraud and types of fraud with respect to information; and - illicit approach or access to computers;
- The student is able to describe different aspects regarding risks and controls;

### **LITERATURE**

Romney, M.B. & Steinbart, P.J. (2018). Accounting Information Systems (14th, Global ed.). Essex, England: Pearson Education, ISBN 13: 978-1-292-22008-6.

The following Chapters are in scope of this course: chapters 1, 2, 5 – 16 and 20.

### EXAMINATION

The exam of Accounting Information Systems 2.4 is an end-semester exam and:

- Will be a written exam consisting of essay questions;
- Will take 120 minutes;
- Will be graded on a 1 to 10 scale.

### LESSON PLAN

LESSON	CONTENT PER WEEK	HOMEWORK	IN CLASS	PROBLEMS FROM BOOK (not mandatory)
1.1	Introduction, AIS an overview	-	Introduction	-
1.2	Transaction processing and ERP systems	Read CH 1 and 20 Weekly assignment BB*	Assignment on AIS and ERP	1.3 excl E, 1.4, 1.5 excl G & H, 1.6, 1.8, 2.1, 2.3, 2.8 and 20.13
2.1	AIS and risk: internal control	Prepare case 2.1	Discuss case 2.1	-
2.2	Cycles: revenue	Read CH 7 and 12 Weekly assignment BB*	Group 1: presentation internal control and revenue	12.7a, 12.8a, 12.9 a and 12.10
3.1	Cycles: expenditure	Prepare case 3.1	Discuss case 3.1	-
3.2	Cycles: production	Read CH 13 and 14 Weekly assignment BB*	Group 2: presentation internal control and expenditure / production cycle	13.1, 13.4, 13.9, 13.10, 14.1, 14.2, 14.5
4.1	Cycles: HR	Prepare case 4.1	Discuss case 4.1	-
4.2	Cycles: reporting	Read CH 15 and 16 Weekly assignment BB*	Group 3: presentation internal control and HR / reporting cycle	15.2, 15.5, 15.9, 16.2 and 16.5
5.1	Cycles: what can go wrong (threats and control)	Prepare case 5.1	Discuss case 5.1	-
5.2	Cycles: what can go wrong (threats and control)	Read CH 5 Weekly assignment BB*	Group 4: presentation (computer) Fraud	5.1, 5.2, 5.7, 7.1, 7.3, 7.4, <u>6.1 and 6.2 = discussion questions</u>
6.1	Trust services framework	Prepare case 6.1	Discuss case 6.1	-
6.2	Trust services framework	Read CH 8, 9, 10 and 11 Weekly assignment BB*	Group 5: presentation trust services framework part 1  Group 6: presentation trust services framework part 2	8.3, 8.4, 9.1, 10.1, 10.7, 10.8, 11.1, 11.2, 11.3 and 11.4
7.1	Internal control and internal audit	Prepare case 7.1	Discuss case 7.1	-
7.2	Recap	-	Summary	-

**\*All assignments (including the weekly cases) are available in the folder 'Weekly Assignments'. Here you will find all the online assignments and hand-in-points.**

### **COURSE REQUIREMENTS AND EXPECTATIONS**

The classes after the introduction do require extensive preparation, therefore please prepare yourselves by reading through the preparation materials (published in 'Weekly Assignments') and summarizing questions/remarks you have.

Just some practical notes in general:

- Everything you need to know about the weekly workload and assignments, you can find in the folder 'Weekly Assignments'. We kindly ask you to take note of this folder and the planning of course. Preparation of each class (studying video's, working on assignments etc.) is an important prerequisite for useful participation in class. There is time available during the lesson to discuss any questions or difficulties you may encountered;
- In our introduction class we will make some important agreements on forming groups and a rotation schedule for presentations. Each group will present cases/theory throughout this course to the rest of the group;
- The theoretical sheets (prepared by the author of the book) will be published at the end of each week and contain guidance with respect to the learning objectives and a summary of theory.