

Syllabus structure

ETHICS AND PROFESSIONAL SKILLS MODULE (EPSM)

Syllabus structure



ETHICS AND PROFESSIONALISM

Summative exercise – the learner is faced with a situation where they are expected to identify ethical dilemmas and take ethical decisions.

UNIT 1: ETHICS AND PROFESSIONALISM

This unit of the module introduces you to the broad ethical and professional values which underpin professional skills and behaviours. Ethical and professional values provide a framework and a moral compass for an accountant and help guide their professional behaviours.

Section 1: Unit overview

- a Introduction

Section 2: Ethics guide

- a Perspectives on ethics
- b Branches of ethics
- c Justice vs care
- d Ethics and morality
- e Ethics and religion
- f Ethics and maturity
- g Ethics and the professions
- h Summary
- i Ethics guide quiz

Section 3: Rules vs principles

- a Rules vs principles
- b Some differences between rules and principles
- c Summary
- d Rules vs principles quiz

Section 4: Fundamental principles

- a About ACCA's fundamental principles
- b IFAC's five fundamental principles
- c Summary
- d Fundamental principles quiz

Section 5: The framework

- a The framework
- b The 4 step process
- c An ethical dilemma
- d Further considerations
- e Summary
- f Framework flowchart
- g The framework quiz

Section 6: Case study

- a Introduction
- b Meet the team
- c Iain's story
- d Gail's story

Section 7: End of unit activity: Applying what you have learned

- a Applying what you have learned

Section 8: Unit summary

- a Unit summary



PERSONAL EFFECTIVENESS

Summative assessment – the learner is faced with a challenging task where they are asked to guide April, a recently qualified ACCA member who wishes to progress in her career. They must use the skills learned throughout this unit to make appropriate choices for April.

UNIT 2: PERSONAL EFFECTIVENESS

The personal effectiveness unit explains how you can work efficiently by prioritising, organising and managing your time effectively. It contains sections on how to organise successful meetings and how to make the best use of technology, including spreadsheets and data analytics, to find effective solutions to business issues. The unit concludes by considering the importance of maintaining professional competence and pursuing life-long learning

Section 1: Unit overview

- a Introduction

Section 2: Prioritising, organising and managing time effectively

- a Introduction
- b Prioritising your time
- c The urgent-important principle
- d Ten ways to effectively manage your time
- e Managing time effectively quiz

Section 3: Using technology effectively

- a Introduction
- b Using email effectively
- c How to manage email

Section 4: Organising meetings effectively

- a Organising virtual meetings and managing diaries using appropriate software
- b Arranging a meeting

Section 5: Using spreadsheets effectively

- a Introduction
- b Virtual software

Section 6: Big data analytics

- a Introduction
- b Why is big data important?
- c Data security
- d Physical security
- e Computer security
- f Cyber security
- g What's my role?
- h Personal effectiveness test

Section 7: Maintaining professional competence and lifelong learning

- a Introduction
- b Continuing professional development
- c Personal development plan
- d How to craft your CV for the job of your dreams
- e Tips to prepare for an interview
- f The interview
- g Getting it wrong
- h Getting it right
- i Unit action plan
- j Continuing professional development quiz

Section 8: April's story

- a April's story

Section 9: Unit summary

- a Unit summary



COMMUNICATION AND INTERPERSONAL SKILLS

Summative assessment –the learner has to coordinate a specific task with several colleagues with different skills, where there are resource and personality issues and where potential conflicts exist. The team must be persuaded to achieve the objectives using a suitable approach, or in such a way as to motivate the individuals to successfully achieve the task collectively.

UNIT 3: COMMUNICATION AND INTERPERSONAL SKILLS

This unit is specifically about how we communicate effectively with others in a business environment, including clients, customers, colleagues and external authorities. This unit covers patterns and channels of communication and how effective these are in different contexts and the associated methods and skills involved in advising, supporting, motivating and influencing others.

Section 1: Unit overview

- a Introduction

Section 2: The communication process

- a Introduction
- b What can go wrong?
- c Barriers and distortions to the communications process
- d How good are you at communicating?
- e Formal and informal communication

Section 3: Effective communication

- a Six elements of effective communication

Section 4: Communicating in the workplace

- a Introduction
- b Errors
- c Solutions

Section 5: Meetings

- a Introduction
- b The basic rules of meetings
- c Drafting an agenda
- d Running a meeting
- e Responsibilities of the chair

Section 6: Emails

- a Introduction
- b Good practice with email
- c Do's and don'ts of business emails

Section 7: Report Writing

- a The purpose of reports
- b Best practices in report writing

Section 8: Telephone

- a Introduction
- b Making a call
- c Receiving a call
- d Best practices in using a phone

Section 9: Presentations

- a The basics of presentations
- b The presentation process
- c Planning a presentation
- d Presenting for the first time
- e The presentation
- f Audio-visual aids
- g Reviewing the presentation

Section 10: Interpersonal skills

- a Introduction
- b Interpersonal skills
- c Personal qualities
- d Verbal communication
- e Non-verbal communication
- f Using interpersonal skills to the full
- g Using interpersonal skills in a conflict situation
- h Interpersonal skills – questioning quiz

Section 11: Networking

- a Introduction
- b Networking activity
- c Bonding and bridging
- d Building networks effectively
- e Tips for networking

Section 12: End of unit assessment

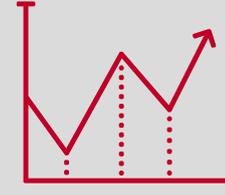
- a Part A
- b Part B
- c Part C

Section 13: Unit summary

- a Unit summary

UNIT 4: COMMERCIAL AWARENESS

This unit of the module introduces the concept of commercial awareness as the ability to view situations from a commercial or business perspective, considering factors that influence the success of a business and an understanding of the business processes, relationships, risks and costs. Commercial awareness requires an ability to analyse the business environment, externally and internally, to evaluate available data and information from a variety of sources, some of which may not be relevant. You then will be able to identify opportunities, problems and observe trends and make suitable recommendations based on these.



COMMERCIAL AWARENESS

Summative assessment – the learner is presented with a large and diverse amount of data and information and must decide which data to use, how to analyse and evaluate it to make a recommendation to senior management.

Section 1: Unit overview

- a Introduction

Section 2: Commercial awareness and business acumen

- a Introduction
- b Assessing commercial awareness
- c How to enhance your commercial awareness
- d SWOT analysis
- e PESTEL analysis
- f PESTEL analysis quiz
- g Business acumen
- h Top ten tips for developing business acumen

Section 3: Planning ahead and future proofing

- a Introduction
- b Importance of planning ahead for business
- c Big business failures
- d Future proofing an organisation
- e Suitability, acceptability, feasibility (SAF) model

Section 4: Professional self-awareness

- a Introduction
- b SWOT analysis
- c SWOT analysis quiz
- d Deciding when to seek the help of experts
- e Professional self-awareness quiz
- f Unit action plan

Section 5: Data analysis and manipulation

- a Introduction
- b The importance of data analysis
- c Your role in data analysis
- d Ratio analysis
- e Data analysis and manipulation quiz

Section 6: Unit summary

- a Unit summary



LEADERSHIP AND TEAM-WORKING

Summative assessment – the learner takes on the role of a leader who is trying to manage a diverse group of individuals to achieve a task within a team. The learner must identify the type of leadership style they are adopting and the potential issues with their approach to achieving the task. The task will involve tracking the progress of the leader in making and communicating decisions to the team and reflecting on whether the decision and behaviour adopted was appropriate.

UNIT 5: LEADERSHIP AND TEAM WORKING

This unit of the module introduces leadership and working in teams. The unit explores different type of leadership approaches and qualities of effective leaders which can be adopted or adapted at any level of the organisation. This unit also demonstrates how effective leadership involves inspiring, motivating and supporting teams to work effectively and efficiently, making the most of the individuals within them.

Section 1: Unit overview

- a Introduction

Section 2: Leadership and management

- a Introduction
- b The nature of leadership
- c Situational leadership
- d Leadership in action
- e Action-centered leadership (Adair)
- f Leadership and management quiz
- g The nature of leadership quiz

Section 3: Leadership styles

- a Introduction
- b Factors influencing leadership style
- c Blake and Mouton grid
- d Leadership styles quiz

Section 4: Putting effective leadership into practice

- a Introduction

Section 5: Examples of outstanding leaders

- a Outstanding leaders

Section 6: Team roles

- a Introduction
- b Team roles
- c Team roles quiz

Section 7: Team development

- a Introduction
- b Team development quiz

Section 8: Motivation

- a Introduction
- b The nature of motivation
- c Motivational forces
- d Motivation based on needs
- e Motivators and dissatisfiers
- f Expectancy theory
- g Summary

Section 9: Accountability, responsibility and authority

- a What can go wrong?
- b What is accountability, responsibility and authority?
- c Delegation of authority
- d Delegation of authority quiz

Section 10: End of unit quiz

- a Introduction
- b Question 1 and 2
- c Three years later
- d Question 3 - 6
- e Final accounts preparation
- f Question 7 -11

Section 11: End of unit activity

- a End of unit activity

Section 12: Unit summary

- a Unit summary



UNIT 6: INNOVATION AND SCEPTICISM

This unit is about encouraging open-mindedness and innovative thinking. It provides you with the skills to be able to suggest imaginative solutions to problems to create competitive advantage within the context of suitability, feasibility and acceptability. It also covers the limitations of some solutions and the potential problems with their implementation. The unit concludes with a consideration of professional scepticism and the importance of applying an enquiring mind when collecting and assessing data and information.

Section 1: Unit overview

- a Introduction

Section 2: Innovation

- a Innovation

Section 3: Linear thinking

- a Introduction
- b Rules of thumb in linear thinking
- c Systematic thinking
- d Systematic thinking quiz

Section 4: Lateral thinking

- a Lateral thinking
- b Summary
- c Numbers activity

Section 5: The four P's of innovation

- a The four P's of innovation
- b The four P's and the accountancy profession quiz

Section 6: Great innovators

- a Great innovators

Section 7: Innovation and competitive advantage

- a Competitive advantage
- b Benefits of being a fast second
- c Pre-requisites for being a fast second

Section 8: Promoting creativity in the workplace

- a Introduction
- b Workplace innovation
- c Momentum vs inertia
- d Groupthink
- e Promoting creativity in the workplace activity
- f Some contemporary thoughts on creativity and proactivity at work

Section 9: Professional scepticism and how to demonstrate it

- a Introduction
- b What do we mean by scepticism activity
- c Email activity

Section 10: The importance of scepticism as an attitude

- a Why is scepticism important?
- b Scepticism continuum
- c Scepticism in practice
- d Investment decision activity
- e Last day of audit activity
- f Skills relevant to scepticism
- g Understanding the link between scepticism and risk
- h Best practice

Section 11: Unit summary

- a Unit summary



DATA ANALYTICS

Summative assessment - the learner is given data about a railway network and factors which influence ticket sales. They are required to carry out statistical regression to analyse these to predict ticket sales for a given set of factors. They are also required to evaluate the effect of changes in variables on overall ticket sales, applying professional scepticism.

UNIT 7: DATA ANALYTICS

This unit is intended to give you an appreciation of the importance and usefulness of data analytics to business and how it can be applied to the accountant's role. The unit explains how to use commercial awareness to articulate business questions, and then identify, manipulate, and analyse relevant data by applying appropriate techniques. Following sceptical analysis of the data, valid conclusions can be drawn and recommendations made. The unit also explains how findings from analysis should be effectively visualised and communicated and finally it considers the ethical and security issues associated with data analytics.

Section 1: Unit overview

- a Introduction

Section 2: The CRISP framework:

- a Business understanding
- b Data Preparation
- c Modelling
- d Evaluation
- e Deployment

Section 3: Big data and data analytics

- a What is big data?
- b The 3 Vs of big data
- c The value and lessons to be learned from big data
- d Platforms for big data storage and processing
- e CRISP-DM and big data quiz

Section 4: Sources of data

- a Internal sources
- b External sources

Section 5: Types of analytics

- a Analysis with descriptive analytics
- b CRM data analysis activity
- c Predictive analytics
- d Prescriptive analytics

Section 6: Data analytics methodologies

- a Artificial intelligence
- b Robotics
- c Machine Learning

Section 7: Mainstream tools and key applications for data analytics

- a Tools and applications for descriptive analytics
- b Tools and applications for predictive analytics
- c Tools and applications for prescriptive analytics
- d AI, machine learning and data analytics tools quiz

Section 8: Data visualisation and communication

- a What is data visualisation?
- b The purpose and benefits of data visualisation
- c The history of data visualisation
- d Types of data visualisation – comparison
- e Types of data visualisation – composition
- f Types of data visualisation – relationship
- g What makes a good visualisation?
- h Data visualisation quiz

Section 9: Scepticism

- a Scepticism in data analytics

Section 10: Ethical considerations in the use of data

- a Introduction
- b Scepticism and ethical considerations in data analytics quiz

Section 11: End of unit quiz

- a End of unit data analysis quiz

Section 12: Unit summary

- a Unit summary

UNIT 8: INTEGRATED CASE STUDY

In this unit, the professional skills developed in the previous six units are tested. You will be put in the position of a qualified accountant applying for a role as the head of accounting at another organisation. That organisation faces a range of new environmental threats, which you as head of accounting have to analyse and evaluate. In the unit you will undertake a series of tasks including analysing your workload to ensure you can achieve your objectives, preparing calculations and reviewing a report to the board of directors outlining the financial and business implications of the new situation that your business finds itself. You will also need to recommend how to reorganise your department to save costs and manage the people retained within the department most effectively. You will also be given the responsibility for chairing a strategy development sub-committee to evaluate possible strategies to take the business forward successfully.

Section 1: Unit overview

- a Introduction

Section 2: Jamie Roberts and Telford Engineering

- a Introduction
- b Jamie Roberts
- c Telford Engineering

Section 3: Vacancy at Telford Engineering

- a A vacancy arises
- b Review LinkedIn advert
- c Review your CV
- d Improving your CV quiz

Section 4: Invitation for interview

- a Invitation for interview
- b Interview questions quiz

Section 5: A letter from Telford Engineering

- a A letter from Telford Engineering

Section 6: Breaking news

- a Announcement of MEXIT
- b Emergency board meeting
- c Harry Foo (CEO) - TV Interview

Section 7: Meeting with CFO

- a Impact of MEXIT
- b Task prioritisation activity
- c Organising your tasks quiz

Section 8: Financial forecasting

- a Financial information on Telford Engineering
- b Creating the report quiz

Section 9: Creating the report

- a Creating the report

Section 10: Organisational restructure

- a Re-organisation of the accounting department
- b Meeting with CFO to discuss options
- c Accountancy department costs quiz

Section 11: Human resource planning

- a Redundancy planning
- b Redundancy planning quiz
- c Deciding on who to retain
- d Redundancies within the accountancy department quiz

Section 12: Strategic planning

- a Formulation of the strategy development sub-committee
- b Formulation of the strategy development sub-committee quiz
- c Prepare presentation slides
- d Review presentation slides
- e Analysing the strategic options
- f Analysing the strategic options quiz
- g Suitable strategic options
- h Suitable strategic options quiz

Section 13: Unit summary

- a Unit summary

UNIT 9: STRATEGIC PROFESSIONAL SUPPORT

This unit is about explaining the links between EPSM and SBL and other Strategic Professional exams and how EPSM supports learning at Strategic Professional. The unit explains what the Strategic Business Leader and other Strategic Professional exams require in terms of professionalism and how EPSM helps students prepare for these exams. The unit highlights the knowledge and skills in EPSM which most closely link to the content in the SP exams, particularly SBL, but also other Strategic Professional exams and how to demonstrate general professional skills while demonstrating technical skills.

Section 1: Unit overview

- a Introduction

Section 2: Strategic Business Leader (SBL)

- a Introduction
- b Syllabus
- c Professional skills
- d EPSM knowledge in the SBL exam
- e Professional skills quiz

Section 3: Strategic Business Reporting (SBR)

- a Introduction
- b Syllabus
- c EPSM knowledge in the SBR exam

Section 4: Options exams

- a Introduction

Section 5: Advanced Financial Management (AFM)

- a Introduction
- b Syllabus
- c EPSM knowledge in the AFM exam

Section 6: Advanced Performance Management (APM)

- a Introduction
- b Syllabus
- c EPSM knowledge in the APM exam

Section 7: Advanced Taxation (ATX-UK)

- a Introduction
- b Syllabus
- c EPSM knowledge in the ATX-UK exam

Section 8: Advanced Audit and Assurance (AAA-INT)

- a Introduction
- b Syllabus
- c EPSM knowledge in the AAA-INT exam

Section 9: Unit summary

- a Unit summary

UNIT 10: EPSM FINAL ASSESSMENT

Dynamic question bank

14 questions – two objective test questions from each of the first seven units. Pass mark 50%

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