MODULE DESCRIPTOR

TITLE	**FINANCIAL ANALYSIS FOR BUSINESS**			
SI MODULE CODE	44-4502-00L			
CREDITS	20			
LEVEL	4			
JACS CODE	N210 - Management Techniques			
SUBJECT GROUP	BUSINESS OPERATIONS AND SYSTEMS - SBS			
DEPARTMENT	Finance, Accounting and Business Systems			
MODULE LEADER	Jayne Revill			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	36	72	92	200

MODULE AIM(S)

- Provide students with an introduction to a range of analytical techniques and tools which are appropriate for the production of useful management information in a business context.

- Enable students to develop competencies in these techniques including the use of information technology

- Enable students to develop the skills required for the interpretation, evaluation and communication of the management information.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

By the end of the module you will be able to:

1. Select appropriately from a range of quantitative methods, approaches which will assist in the analysis of business problems.
2. Construct models and apply the selected quantitative methods for the provision of management information in a range of business cases.
3. Use Information and Communication Technology (ICT) appropriately and effectively in typical business applications.
4. Interpret, extrapolate and evaluate appropriately the outcomes of the quantitative analysis.
5. Present in an appropriate way the results of the business analyses and investigations.

INDICATIVE CONTENT

These are examples of the content of the module

- Summarise data by tabulation, graphically and using summary measures.
- Analyse data using measures of change and index numbers.
- Examine the relationships between variables using scatter diagrams and correlation coefficients and model them using simple linear regression.
- Perform time series analysis using graphs, moving averages and linear regression.

- Forecasting using additive and multiplicative models.
- Create future cash flows based on forecast figures and estimation.
- Calculate future values of an investment using simple and compound interest.
- Calculate the present value of a future cash sum, an annuity and a perpetuity
- Calculate the value of outstanding loans/mortgages and investments required to generate a required future sum.
- Calculate the net present value and the internal rate of return of a project.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Students are supported in their learning, to achieve the above learning outcomes in the following ways:

Lectures

Lectures are used to introduce the major theories and concepts relevant to each topic, and to identify and explain key terms. Visual aids, such as PowerPoint, will be used in the lecture sessions but the sessions are interactive and students contribute to discussion and do practical tasks. These sessions feed into the workshops.

Workshops

Workshops allow students to develop practical/work based skills using excel in a series of 'real life' scenarios and case studies. These sessions use the Virtual Business we created, to enable students to use 'real data' that would not normally be available to them. The work produced from this workshop feeds into the seminars.

Seminars

Seminars are designed to consolidate and reinforce the work done in the lectures and workshops with the practical knowledge of how to calculate the analysis mathematically and how to interpret/understand/explain their findings.

Students are required to complete reading and prepare answers to a variety of questions, prior to their attendance at the seminars.

Virtual Learning Environment (VLE) - Blackboard

The module has a dedicated Blackboard site, which students are expected to access on a regular basis. The Blackboard site is used to communicate information to students outside of contact sessions (via the 'Announcements' page). In addition, the blackboard site includes:

- An electronic version of the module handbook
- Links to lecture/PowerPoint slides
- A link to our Virtual Business
- Details regarding assessments
- On line self assessment tests
- Electronic reading list linked to learning centre and eBooks
- Electronic resources such as ICT and Maths help.
- Additional topical and contemporary information with direct links to external websites.

Drop in Sessions

Computer room based drop in session are available to students requiring additional support/help. Outside of drop ins, students can arrange a one-to-one meeting with their tutor, or alternatively contact him/her by email or telephone should they require guidance or advice.

ASSESSMENT STRATEGY AND METHODS

There will be the opportunity for students to test and evaluate their learning through formative and summative assessment. A variety of assessment methods will be used, e.g. self assessment tests, posters/presentations, report writing, analysis of case studies. Time will be allocated for staff and students to work through each others expectations and understanding of the module's assessment tasks. Before doing an assignment students will have opportunities to present work and receive either verbal or written feedback from both peers and tutors for formative feedback.

Professional body requirements include a minimum pass mark for each task of 40% with an overall pass mark of 40%

Task No.	TASK DESCRIPTION	SI Code	% Weighting of overall module mark	Word Count / Duration	In-module retrieval available
1a	Sub task 1a Phase Test	Coursework	20	1 Hour	Yes
1b	Sub task 1b Project - Analysis	Coursework	15	2000	No
1c	Sub task 1c Project - Final Report	Coursework	25		
2	Examination	Examination	40	1 Hour	No

ASSESSMENT CRITERIA

Summative Assessment will take three forms; phase test, project and examination.

The project will be a written report with analysis of business opportunities. The marking grid is given below

Learning Outcome	Fail	Pass	2.2	2.1	First
1 and 2	Little or no basic knowledge of appropriate methods of data analysis. Incorrect choices	Some basic knowledge of appropriate methods of data analysis. Attempt to build the models. Significant errors	Sound knowledge of appropriate methods of data analysis. Generally correct construction of basic models.	Good knowledge of appropriate methods of data analysis. Generally correct construction with few, if any errors	Very good knowledge of appropriate methods of data analysis. Correct construction
3	Poor competence in the use of ICT. Little understanding of the business applications of the software	Basic competence in the use of ICT. Some ability to apply ICT to business applications	Good level of competence in the use of ICT. Some understanding of the business applications.	Good level of competence in the use of ICT. Good understanding of appropriate and effective business applications	Very good level of competence in the use of ICT. Good understanding of appropriate and effective business applications. Few errors or omissions.
4	Little or no explanation of the outcomes of the analysis. No evaluation.	Some basic but correct explanation of the outcomes of the analysis. No evaluation	Some basic but correct explanation of the outcomes of the analysis. Some attempt at an evaluation.	Good and generally correct explanation of the outcomes of the analysis. Sensible attempt at an evaluation.	Good and correct explanation of the outcomes of the analysis. Good approach to the evaluation.
5	No attempts to present work in an appropriate format. Poor written skills	Some attempt to present work in an appropriate format. Basic written/presentation skills.	Clear and appropriate presentation.	Good presentation in an appropriate format; generally easy to follow.	Very good presentation, in an appropriate format; easy to follow.

FEEDBACK

Students will receive feedback on their performance in the following ways

Formative Feedback

- Formative feedback is provided to students within 6 weeks of the commencement of teaching. This is achieved through written and oral feedback relating to responses to seminar questions and on line self assessment tests.
- Formative feedback is to be provided during sessions by module tutors and peers. The seminar discussions and informal student presentations will enable the students to receive informal oral feedback from the tutor and other members of the seminar group. Students can submit work at the seminars for formative feedback and improvement prior to submission of the work for summative assessment.

Summative Feedback

- Summative feedback is provided following the submission of the first assessment task. Specific, individual feedback on prepared assessment feedback sheets, along with comments from the tutor, will be presented to the students. The students will also have an opportunity to meet with the tutor(s), after the return of the coursework scripts, for individual feedback and guidance.
- Summative feedback will be available following completion of the examination.

LEARNING RESOURCES (INCLUDING READING LISTS)

The module leader liaises closely with the University Learning Centre to ensure a wide variety of the latest books and articles are available to aid your studies. You will also be able to utilise the online journals database via the learning centre website. The module guide will outline key readings along with utilising the Talis reading list system.

Students are provided with a variety of resources to give them information about the module and to help them to learn.

Module Books

These include a Notes book plus a module guide each semester. These are also available electronically.

Reference Texts

CIMA, Fundamentals of Business Mathematics,

Morris, C, Quantitative Approaches in Business Studies, 7th edition, FT/Prentice Hall, 2003 (available electronically)

Oakshott, L, Essential Quantitative Methods for Business, Management & Finance, 4th edition, Palgrave Macmillan, 2006

Waters, D, Quantitative Methods for Business, 4th edition, FT/Prentice Hall, 2001 (available electronically)

Wisniewski, M, Quantitative Methods for Decision Makers, 5th edition, FT/Prentice Hall, 2006

Wisniewski, M, Foundation Quantitative Methods for Business, Pitman, 1996

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	No
EXISTING MODULE - NO CHANGE	No
Title Change	Yes
Level Change	No
Credit Change	No
Assessment Pattern Change	Yes
Change to Delivery Pattern	No
Date the changes (or new module) will be implemented	03/Sep/2012

MODULE DELIVERY PATTERN

Module Begins	Module Ends
08/Aug/2011	15/Apr/2012
17/Sep/2012	30/May/2013

Is timetabled contact time required for this module?	Yes

Are any staff teaching on this module non-SHU employees?	No

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2

MODULE REFERRAL STRATEGY

NB: Model B modules always apply a Task for Task referral strategy (as shown for initial assessment strategy)