



Module Descriptor

Title	Financial Modelling And Research Methodology		
Session	2025/26	Status	Not Active
Code	LNDN11007	SCQF Level	11 (Scottish Credit and Qualifications Framework)
Credit Points	20	ECTS (European Credit Transfer Scheme)	10 (European Credit Transfer Scheme)
School	Business and Creative Industries		
Module Co-ordinator	Ripon Mahmud		
Summary of Module This module equips you with the knowledge to build financial statement models for a variety of business planning purposes. These include for example: raising capital, making acquisitions, growing the business, budgeting and forecasting, valuing a business, ratio analysis and management accounting. Using popular software such as Microsoft Excel, you will learn to build income statements, balance sheets, and cash flow forecasts; develop more complex models involving discounted cash flows and sensitivity analysis; and to use charts and graphs for professional presentations. This module will also provide you with the research knowledge and skills that you will need for your Strategic Business Project or the Developing Professional Practice module. It will require you to examine methods, strategies and data (both quantitative and qualitative). You will be exposed to various methodological paradigms/philosophies and provided with guidance on those which are most suited to your potential research topics. Research design and planning will be considered. You will learn how to design suitable methods for collecting data and be introduced to qualitative and quantitative research methods, and primary, secondary and tertiary data sources. The module will also examine how data can be interpreted and presented.			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴
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¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)		
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1

Learning Outcomes	
L1	Explain the objectives of financial modelling and the characteristics of financial data.
L2	Build financial statement models for a range of business planning purposes.
L3	Synthesise and present financial models and research in a professional manner.
L4	Identify and apply the key philosophies that underpin research in the field of accounting and finance and assess their use in practice.
L5	Critically evaluate the strengths and weaknesses of the main research methods used in accounting and finance research.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11 Demonstrate and/or work with: -Knowledge that covers and integrates most of the main areas of the subject,including their features, boundaries, terminology and conventions. -A critical understanding of the principal theories, concepts and principles.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply knowledge, skills and understanding: -In using a significant range of the principal professional skills, techniques,practices and/or materials associated with the subject. -In using a range of specialised skills, techniques and practices
Generic Cognitive skills	SCQF 11 -Apply critical analysis, evaluation and synthesis to issues that are informed byforefront developments in the subject. -Critically review, consolidate and extend knowledge, skills, practices andthinking in the subject.
Communication, ICT and Numeracy Skills	SCQF 11 Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject, for example:

	-Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose. -Undertake critical evaluations of a wide range of numerical and graphical data
Autonomy, Accountability and Working with Others	SCQF 11 Exercise substantial autonomy and initiative in activities. - Take responsibility for own work and/or significant responsibility for the work of others

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	16
Tutorial / Synchronous Support Activity	20
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Day, A.L. (2012) Mastering Financial Modelling in Microsoft Excel, A Practitioner's Guide to Applied Corporate Finance. 3rd edn. Harlow: FT Publishing Fairhurst, D.S. (2019) Using Excel for Business and Financial Modelling: A Practical Guide. 3rd edn. Chichester: Wiley Saunders, M., Lewis, P. and Thornhill, A. (2018) Research Methods for Business Students. 8th edn. Harlow: Pearson Additional relevant texts will be added to the programme VLE as appropriate.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

As per UWS procedures

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

As per UWS procedures

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Please select
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Accounting and Finance
Moderator	Attahir Abubakar
External Examiner	Samar Gad
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1 – Group Report - Financial modelling, 50% weighting

Assessment 2

Assessment 2 – Report - Research methodology, 50% weighting

Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical/ field/ clinical work	☒	☒	☒	☐	☐	50	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical/ field/ clinical work	☐	☐	☐	☒	☒	50	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code		
Guidance Note 23-24 provided	12/12/2023	D Taylor
General housekeeping to text across sections.	12/12/2023	D Taylor