

## University of the West of Scotland Module Descriptor

**Session: 2024/25**

Last modified: 29/02/2023 14:36:47

Status: Proposal

<b>Title of Module: Corporate Finance (MBA)</b>			
<b>Code:</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Chaman Shrestha/ <b>Chaman Shrestha/ Chikodi Uche-Ugwu</b>		

### Summary of Module

This Corporate Finance module provides a comprehensive understanding of the financial management of a business entity. The module is designed for students who want to gain a deeper understanding of financial management and want to pursue a career in finance. The module covers various topics essential for a business's financial management. Students will learn to critically analyse and develop financial plans and budgets while effectively managing working capital. They will also learn to evaluate and interpret financial statements, perform ratio analysis, and understand the concepts of gearing and dividend policy. The module also covers various methods for raising finance, including debt and equity financing options, as well as the unique financial needs and considerations of small and medium-sized enterprises and Islamic finance. Additionally, students will learn to apply various investment appraisal techniques to make informed decisions about potential investments, thus gaining a solid foundation in financial management.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓	✓	

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

#### Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓	✓	✓	✓

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically analyse and develop financial plans and budgets and effectively manage working capital.</p> <p>L2. Critically analyse financial statements and utilise ratio analysis to evaluate a company's financial performance.</p> <p>L3. Critically evaluate and understand different techniques and strategies for obtaining funding, including debt and equity financing options.</p> <p>L4. Critically evaluate the unique financial needs and considerations of small and medium-sized enterprises and Islamic finance.</p> <p>L5. Critically apply various investment appraisal techniques to make informed decisions about potential investments.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Possessing a comprehensive and integrated understanding of key areas of financial planning, budgeting, and working capital management.</p> <p>Demonstrating a thorough knowledge of financial statement analysis and ratio analysis principles.</p> <p>Possessing extensive expertise in specialized areas of financial functions and investment techniques.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Using an array of skills and techniques as appropriate for the field.</p> <p>Applying various methods of inquiry and research.</p> <p>Effectively planning and conducting the analysis and presenting the findings in a written assignment.</p>
Generic Cognitive skills	SCQF Level 11.

	Applying critical analysis and evaluation to some issues in advanced financial analysis Identifying, abstracting, and responding creatively to theoretical and practical issues Critically reviewing and extending knowledge and making informed judgements when information is inconsistent or incomplete	
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrating critical analysis and evaluation skills when addressing complex issues in advanced financial analysis. Identifying, extracting and creatively addressing theoretical and practical concerns. Being able to critically review and expand knowledge, making informed judgements in situations where information is inconsistent or incomplete.	
Autonomy, Accountability and Working with others	SCQF Level 11. Exhibiting a high degree of autonomy and initiative in studies. Accepting accountability for personal work and actively participating in group discussions during tutorial sessions or workshops Effectively handling complex ethical dilemmas that arise in advanced financial decision-making.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
This module is delivered through a combination of lectures and tutorials. Students will be introduced to core concepts and ideas through asynchronous online lectures and activities designed to allow for flexible engagement with the material. Synchronous tutorials will focus on interactive learning, providing opportunities for students to engage with staff and classmates and deepen their understanding of the subject material. In addition, a virtual learning environment will be utilised to share essential information and provide opportunities for interaction with staff and other students.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	10
Independent Study	170

	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Berk, J., &amp; DeMarzo, P. (2016). Corporate finance (4th global edition). Pearson. ISBN-10: 1292160160</p> <p>Hillier, D., Ross, S., Westerfield, R., Jaffe, J., &amp; Jordan, B. (2016). Corporate finance (3rd ed.). McGraw-Hill Education.</p>	
<p>(**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)</p>	
<b>Engagement Requirements</b>	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p>	

### Supplemental Information

<b>Programme Board</b>	Accounting, Finance and Law
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Accounting, Finance and Law
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Online exam (30%)
Individual written assignment (70%)
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

**Assessment Outcome Grids (Footnote A.)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class test	✓	✓				30	1
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay			✓	✓	✓	70	0
<b>Combined Total For All Components</b>						100%	1 hours

**Footnotes**

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

This module is inclusive and suitable for all students, regardless of ethnic background, disability, age, gender, religious belief, or sexual orientation. The University offers facilities and resources for all students through the Enabling Support Team.

[UWS Equality and Diversity Policy](#)

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