

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Strategic Financial Management and Modelling			
Code: LNDN11011	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Ripon Mahmud		
Summary of Module			
<p>There are two parts to this module. The first part explores financial modelling for the purpose of business plannings including financial models and research in a professional manner. The second part examines various financial management areas that help support the business strategy, such as forecasting and working capital management, e.g. credit control and stock management.</p> <p>The key topics in the module include:</p> <ul style="list-style-type: none"> • The nature of business strategy • Setting organisational goal • The objectives of financial modelling • Build financial statement models for a range of business planning Purposes. Strategic Options • Qualitative and quantitative forecasting • Management of working capital 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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	Apply ranges of methods for valuation of financial instruments and management of risk and uncertainty.
L4	Apply the approaches used in the management of working capital.
L5	Click or tap here to enter text.

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)	<p>SCQF Level 11</p> <p>Demonstrate a critical understanding of the financial management framework and keep informed by the field development. A critical understanding of a range of specialised concepts, theories and techniques based on empirical research findings that underpin the study and practice of financial management</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Use a significant range of practical skills and techniques associated with the practice of financial management. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in financial management.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Deal with complex issues both systematically and creatively, whilst making rigorous, robust judgments in the absence of complete data.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p>

	Effectively communicate to peers and tutors, this includes critical discussion. Undertake a critical evaluation on a range of numerical problems.	
Autonomy, Accountability and Working with others	SCQF Level 11 Demonstrate autonomy and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional and equivalent level. peer learning is expected.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
The module employs hybrid learning approaches. Students will be exposed to core concepts and ideas through the use of asynchronous, online activities designed to allow students to engage with the material in a flexible manner. Face-to-face, synchronous sessions will concentrate on interactive learning designed to allow students to engage with staff and classmates and deepen their understanding of the subject material. The social learning platform will be used to share key information and provide opportunities for interaction with staff and other students.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Day, A.L. (2012) Mastering Financial Modelling in Microsoft Excel, A Practitioner's Guide to Applied Corporate Finance. 3rd edn. Harlow: FT Publishing</p> <p>Hillier, D., Ross, S., Westerfield, R., Jaffe, J. and Jordan, B. (2020) Corporate Finance. 4th edn. Berkshire: McGraw-Hill Education</p> <p>Berk, J., & DeMarzo, P. (2016). Corporate finance (4th global edition). Pearson. ISBN-10: 1292160160</p> <p>Additional relevant texts will be added to the programme VLE as appropriate.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</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)	
Attendance and Engagement Requirements	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>As per UWS procedures</p>	
Equality and Diversity	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p>	

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Accounting and Finance
Moderator	Ayodele Adetuyi
External Examiner	Samar Gad
Accreditation Details	N/A
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Report 50%

Assessment 2 – Unseen Closed Book Exam 50%

Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	X	X			N/A	50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Unseen closed book (standard)			X	X	N/A	50	2
Combined Total for All Components						100%	2

Component 3 N/A							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components							

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Change Control:2

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	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor

General housekeeping to text across sections.	12/12/23	D Taylor
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Version Number: MD Template 1 (2023-24)