



## Teaching Guide

Identifying Data				2022/23
<b>Subject (*)</b>	Information Systems for Business Financial Management	<b>Code</b>	650G01034	
<b>Study programme</b>	Grao en Ciencias Empresariais			
Descriptors				
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>
Graduate	2nd four-month period	Fourth	Optional	6
<b>Language</b>	SpanishGalician			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>	Empresa			
<b>Coordinador</b>	Martínez Fernández, Paulino	<b>E-mail</b>	paulino.martinez@udc.es	
<b>Lecturers</b>	Aranda Vasserot, Adolfo Fernández Rodríguez, María Teresa López Pampín, José Carlos Martínez Fernández, Paulino	<b>E-mail</b>	adolfo.aranda@udc.es m.fernandezr@udc.es c.lpampin@udc.es paulino.martinez@udc.es	
<b>Web</b>	<a href="http://campusvirtual.udc.gal/">http://campusvirtual.udc.gal/</a>			
<b>General description</b>	Learn about the functions and components of the Business Information Systems from the point of view of a Graduate in Business Administration			

## Study programme competences

Code	Study programme competences
A1	CE1 - Aprender a aprender, por exemplo, cómo, cómo, onde novos desenvolvementos persoais son necesarios.
A3	CE3 - Comprender detalles do funcionamento empresarial, tamaño de empresas, rexións xeográficas, sectores empresariais, vinculación con coñecemento e teorías básicas.
A4	CE4 - Comprender a estrutura de linguas estranxeiras e desenvolver un vocabulario, Comprender, ler, falar e escribir nunha lingua estranxeira.
A5	CE5 - Comprender a tecnoloxía nova e existente e o seu impacto para os novos/futuros mercados.
A7	CE7 - Comprender os principios da lei e vincularlos co coñecemento de negocios e xestión.
A9	CE9 - Comprender os principio éticos, identificar as implicacións para as organizacións empresariais, deseño de escenarios.
A10	CE10 - Comprender e utilizar sistemas contables e financeiros.
A14	CE14 - Xestionar as operacións da empresa.
A16	CE16 - Identificar aspectos relacionados e comprender o seu impacto na organización empresarial.
A18	CE18 - Identificar as características dunha organización.
A20	CE20 - Identificar e operar o software adecuado. Diseñar e implementar sistemas de información.
A23	CE23 - Uso de instrumentos para a análise de entornos empresariais.
A24	CE24 - Derivar dos datos información relevante imposible de recoñecer por non profesionais.
B1	CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética.
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado.
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía.



B6	CG1 - Que os estudantes formados sexan profesionais versátiles, capacitados tanto de iniciar o seu propio negocio como de desempeñar labores de deseño, planificación, organización, xestión, asesoramento e avaliación nas áreas e departamentos contables, financeiros e fiscais de organizacións empresariais, con especial referencia ás pequenas e medianas empresas.
B7	CG2 - Que os estudantes posúan unha elevada capacitación metodolóxica de xestión e tratamento da información que lles proporcione vantaxes competitivas, non só no seu labor profesional, senón nunha sociedade global en permanente transformación. Para iso, o Grao debe estar dotado dun axeitado nivel de interdisciplinabilidade, transversalidade e integración nas súas materias.
B8	CG3 - Que os estudantes presten especial atención aos cambios que, tanto en conceptos, coma en metodoloxía ou en aplicacións, implican no mundo empresarial as novas tecnoloxías da información e as comunicacións. Así mesmo deben poder obter e actualizar os coñecementos específicos que teñan como base a aparición de novas leis e regulamentos que afecten ao mundo fiscal, financeiro ou contable.
B9	CG4 - Que os estudantes integren a aprendizaxe na súa vida e no seu labor profesional, a través da metodoloxía de ensino que lles achega o Grao, o cal lles proporciona unha formación básica xeral que servirá como puntal para a formación continua ao longo da vida.
B10	CG5 - Que os estudantes teñan unha perspectiva integral e destreza no manexo dos conceptos, técnicas e ferramentas empregados en cada unha das diferentes áreas funcionais, con especial referencia ás contables, financeiras e fiscais da empresa; así como entender as relacións que existen entre elas e cos obxectivos xerais da organización. Todo iso tendo en conta os principios de sustentabilidade e responsabilidade social das mesmas.
B11	CG6 - Que os estudantes saiban identificar e anticipar oportunidades, asignar recursos, organizar a información, realizar asesoramento fiscal e contable, control orzamentario, xestión de tesouraría, auditorías de contas e temas concursais (suspensións de pagamentos e quebras), tomar decisións en condicións de incerteza e avaliar resultados.
B12	CG7 - Que os estudantes sexan capaces de liderar proxectos nas áreas de valoración da empresa, de dirección estratéxica e financeira; deben poder entender a información contable das empresas co fin de obter conclusións e realizar predicións tanto sobre rendementos coma sobre riscos futuros.
B13	CG8 - Que os estudantes identifiquen os requisitos legais da información financeira aos que a empresa debe enfrontarse.
B14	CG9 - Que os estudantes manifesten respecto aos dereitos fundamentais e de igualdade entre homes e mulleres, o respecto e a promoción dos Dereitos Humanos e os principios de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con discapacidade.
C1	CT1 - Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	CT2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	CT3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	CT4 - Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	CT5 - Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT6 - Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT7 - Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT8 - Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

## Learning outcomes

Learning outcomes	Study programme competences
-------------------	-----------------------------



Know the role played by the Information Systems in the business organizations. Know also about the components of a Business System Information.	A1	B1	C1	
	A3	B2	C2	
	A4	B3	C3	
	Know the lifecycle of a Business Information System and, more precisely, the role played by its users in the different steps of that lifecycle.	A5	B4	C4
		A7	B5	C5
		A9	B6	C6
		A10	B7	C7
		A14	B8	C8
		A16	B9	
		A18	B10	
		A20	B11	
		A23	B12	
		A24	B13	
		B14		
Practical issues related with the IT applied to the Business Management.	A5	B1	C3	
	A7	B2	C4	
	A9	B3	C7	
	A10	B4	C8	
	A14	B5		
	A16	B6		
	A18	B7		
	A20	B8		
	A24	B9		
		B10		
		B11		
		B12		
		B13		
		B14		
Know and learn the use of common BIE IT Tools, specifically studying those known as "office automation systems".	A5	B1	C3	
	A7	B2	C4	
	A9	B3	C6	
	A10	B4	C7	
	A14	B5		
	A16	B6		
	A20	B7		
		B8		
		B9		
		B10		
		B11		
		B12		
		B13		
		B14		



<p>Know, from a user point of view, the basic tools to design the data model and the procedures subsystem of a Business Information System.</p>	<p>A5 A10 A23</p>	<p>B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14</p>	<p>C3 C6 C7</p>
<p>Show a general view of the Business Information Systems legal framework.</p>	<p>A7</p>	<p>B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14</p>	<p>C4</p>

Contents	
Topic	Sub-topic
<p>1. Introduction to the Business Information System.</p>	<p>1.1 The information as a resource in the business activity. 1.2. The Business Information System. Concept, activities and components. 1.3. The Business Information System and the Business Decision Making Levels. 1.4. The Business Information System and the Business Environment.</p>
<p>2. The Information System Lifecycle.</p>	<p>2.1. Introduction. 2.2. Steps of a information system lifecycle. 2.3. Analysis and design of a Business Information System. Concept, giving particular emphasis to its data model and its procedures.</p>
<p>3. Business Information Systems and IT.</p>	<p>3.1. Basic tools. 3.2. OAS tools. 3.3. Miscelaneous tools: design tools.</p>
<p>4. General view of other relevant issues in a Business Information System.</p>	<p>4.1. The Security in a Business Information System. 4.2. Other relevant issues. 4.3. New trends.</p>
<p>5. General View of the Spanish Business Information System Legal Framework.</p>	<p>5.1. Protection of personal data. 5.2. e-Signature. 5.3. Information Society Services. 5.4. Legal Protection of Software and databases.</p>



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A3 A5 A7 A10 A16 A18 A20 A23 B5 B6 C3 C4 C5 C7 C8	17	34	51
Problem solving	A4 A9 A14 A24 B2 B3 B4 C3	25	50	75
Mixed objective/subjective test	A1 A4 B1 C1 C2 C6	1	8	9
Mixed objective/subjective test	A1 A4 B1 C1 C2 C6	1	8	9
Seminar	B7 B8 B9 B10 B11 B12 B13 B14	4	0	4
Personalized attention		2	0	2

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	<p>1. Classroom lectures about the theoretical and practical contents of the subject to guide the student in its preparation.</p> <p>2. The time spent in each one of the subject chapters will be proportional to the difficulty level and to the length of those chapters. Thus, some chapters will take more time than others. The teacher is responsible of deciding how many time spend in each one of the subject chapters.</p> <p>3. For preparing those chapters with thw lowest level of difficulty, the student should study the bibliography, although in the lectures the student will be orientated about:</p> <p>a) which are the bibliographic sources to study</p> <p>b) which are the most relevant and interesting issues to reach the learning goals set for the subject.</p> <p>4. Discussion, together with all the workgroups, of the homework of each one of the workgroups. The student can participate:</p> <p>a) by his or her own, after being given the floor; b) after being required by the teacher to participate.</p>
Problem solving	<p>1. Development, exposition and resolution of practical exercises to be made by the student, being part of a workgroup, throughtout the course.</p> <p>2. Exercises and readings to be made by the student by his or herself. In subsequent classes:</p> <p>a) a review of the exercises will be made. In this review, the student can participate as stated in the point 3.</p> <p>b) a question time about the readings will be opened.</p> <p>3. The student can participate: a) on his or her own, after being given the floor; b) after being required by the teacher to participate.</p>
Mixed objective/subjective test	During the class period, one or more mixed tests will be held, which will not be of a non-compulsory nature.
Mixed objective/subjective test	Theoretical and practical examination of all the contents of the subject, which will be carried out in the first and second call.
Seminar	<p>Small group discussion of the subject contents. Specifically, the discussion of the exercises and readings described in the previous "Problem solving" statement.</p> <p>The student can participate: a) on his or her own, after being given the floor; b) after being required by the teacher to participate.</p>



Personalized attention

Methodologies	Description
Problem solving Seminar Guest lecture / keynote speech Mixed objective/subjective test Mixed objective/subjective test	<p>1. In the guest lectures and keynote speeches the student can participate, after being given the floor, to ask, clarify or explain his or her point of view about the issues being dealt with in the moment of his participation.</p> <p>2. In the problem solving classes the student can participate as described in the Methodologies section.</p> <p>3. In the tutorials, the student can ask about the doubts arisen in the preparation of the subject. Although it is not compulsory, the student can ask about the doubts and the data and time -inside the tutorials schedule- in which he or she wants to be received, thus improving the tutorials effectiveness and management.</p> <p>4. If the questions dealt with in the tutorials are of a general interest, from the point of view of the teacher, they could be published in Moodle, together with their answers, to allow other students a better preparation of the subject. The name of the person who made the question will never be published.</p>

Assessment

Methodologies	Competencies	Description	Qualification
Problem solving	A4 A9 A14 A24 B2 B3 B4 C3	<p>1. Preparation of one or more case studies proposed by the lecturers of the subject, as part of the continuous assessment, in which aspects related to the content of the subject will be developed, with the discussion of their development with the lecturers being an essential part of the assessment. The resolution of these cases may require the use of information and communication technologies (ICT), and if deliverables are required, they will be in electronic format.</p> <p>2. The cases will be developed in groups of 4 to 6 students. Exceptionally, and with the prior approval of the teaching staff of the subject, a different number of students per group may be allowed.</p> <p>3. Any doubt about this evaluation section must be solved by basing the solution on the idea of "continuous evaluation";.</p>	40
Mixed objective/subjective test	A1 A4 B1 C1 C2 C6	During the class period, one or more mixed tests of continuous assessment will be carried out, which will not have a releasing character. The test not taken will be marked as zero.	20
Mixed objective/subjective test	A1 A4 B1 C1 C2 C6	Theoretical-practical examination of all the contents of the course, to be held at the first and second call.	40

Assessment comments



## A) ASSESSMENT RULES:

1. Assessment conditions: It is forbidden to access the examination room with any device that allows communication with the outside and/or storage of information. With regard to the commission of fraud and disciplinary responsibilities, the provisions of article 14 of the UDC's "Rules for the assessment, review and complaint of grades in Bachelor's and Master's degree courses" will be applied.
2. Student identification: Students must prove their identity in accordance with current regulations.

## B) TYPES OF QUALIFICATION:

1. No-show grade: Corresponds to students who only participate in assessment activities that have a weighting of less than 20% of the final grade, regardless of the grade achieved.
2. Students with recognition of part-time dedication and academic dispensation of exemption from attendance: Except for the final exam, for the remaining activities a specific calendar of dates compatible with their dedication will be agreed at the beginning of the term. For this reason, these students must contact the teaching staff within the first ten days of the term in which the subject is taught. The activities will have the same format as for full-time students.

## C) ASSESSMENT OPPORTUNITIES:

1. First opportunity: the assessment criteria previously indicated in this section will be applied.
2. Second opportunity: The assessment criteria are the same as for the first opportunity.
3. Advanced opportunity: It will be assessed by means of a mixed test which will account for 100 % of the final mark.

## D) OTHER ASSESSMENT OBSERVATIONS:

1. In general, without prejudice to what is indicated for students with recognition of part-time dedication and academic dispensation of exemption from attendance, class attendance is required to opt for the part of the grade corresponding to continuous assessment, both at the first opportunity and at the second opportunity. At the end of the assessment period corresponding to the first opportunity, students who have not yet passed the subject may be offered activities that allow them to recover the part of the grade corresponding to the continuous assessment for the second opportunity, which must be requested from the subject teaching staff at least ten days before the date of the second opportunity exam.
2. The marking criteria for each of the tests will be made known at the time of the test and will be provided with the statement of the test.



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Schmuller, J. (2000). Aprendiendo UML en 24 horas. Prentice Hall. México</li> <li>- Podeswa, H. (2010). UML. Anaya. Madrid</li> <li>- Arlow, J. y Neustadt, I. (2006). UML 2. Anaya. Madrid</li> <li>- Kimmel, P. (2007). Manual de UML. Guía de aprendizaje. McGraw Hill. México</li> <li>- Cardona, J. R.; Bueno Ávila, S. y Bañuls Silvera, V. A. (). Sistemas de Información Empresarial. Casos y supuestos prácticos. GEU</li> <li>- Arjonilla Domínguez, S. J. y Medina Garrido. J. A (). La gestión de los sistemas de información en la empresa. Pirámide. Madrid</li> <li>- Gómez Vieites, Á.y Suárez Rey, C. (2005). Sistemas de información. RA-MA. Madrid</li> <li>- Piattini, M. G.; Calvo-Manzano, J. A.; Cervera, J. y Fernández, L. (). Análisis y diseño detallado de Aplicaciones Informáticas de Gestión. Ra_ma. Madrid</li> <li>- Moreno Bonilla, Fernando (2010). Excel 2010 : modelos económicos y financieros. Madrid : Anaya Multimedia</li> <li>- Travería, Santiago (2011). Excel 2010 a fondo. Barcelona : Inforbook's</li> <li>- Menchén Peñuela, Antonio (2011). Tablas dinámicas en Excel 2010. Madrid: RA-MA</li> <li>- Teaching Soft Group (2011). Excel 2010 : curso práctico. Madrid: RA-MA</li> <li>- Silberschatz, A.; Korth, H. F. y Sudarshan (). Fundamentos de Bases de Datos. McGraw Hill. Madrid</li> <li>- Casas Roma, Jordi &amp; Conesa i Caralt, Jordi (2013). Diseño conceptual de bases de datos en UML. Editorial UOC, S.L.</li> <li>- Grau Fernández, L. y López Rodríguez, I. (2001). Problemas de Bases de Datos. Sanz y Torres. Mdrid</li> <li>- Almasri, R. y Navate, S. B. (). Sistemas de Bases de Datos. Conceptos fundamentales. Addison-Wesley. México</li> <li>- Pablos Heredero, C. de et al (2006). Dirección y gestión de los sistemas de información en la empresa (una visión integradora). Madrid: ESIC</li> <li>- Giner de la Fuente, F. (2004). Los sistemas de información en la sociedad del conocimiento. Madrid: ESIC</li> <li>- Edwars, C. et al (1998). Fundamentos de sistemas de información. Madrid: Prentice Hall</li> <li>- O'Brien, J.A.; J.M. Marakas (2006). Sistemas de Información gerencial. Mexico: McGraw-Hill</li> </ul>
<p><b>Complementary</b></p>	<ul style="list-style-type: none"> <li>- Debrauwer, L. y Karam, N. (2010). UML 2. Practique la modelización. ENI. Barcelona</li> <li>- Debrauwer, L. y Van der Heyde, F. (2009). UML 2. Iniciación, ejemplos y ejercicios corregidos. ENI. Barcelona</li> <li>- Piattini Velthuis, M.; Peso Navarro, E. del; y Peso Ruís, M del (2008). Auditoría de Tecnologías y Sistemas de Información. RA-MA. Madrid</li> <li>- Areito, J. (2008). Seguridad de la Información. Redes, informática y sistemas de información. Paraninfo. Madrid</li> <li>- Piattini Velthuis, M. G.; García Rubio, F. O.; García Rodríguez de Guzmán, I. y Pino, F. (2011). Calidad de los Sistemas de Información. RA-MA. Madrid</li> <li>- Fernández Alarcón, V. (2010). Desarrollo de Sistemas de Información. Una metodología basada en el modelado. UPC. Barcelona</li> <li>- Alarcón, R. (2000). UML. Diseño orientado a objetos con UML. Eidos. Madrid</li> <li>- Rumbaugh, J.; Jacobson, I. y Booch, G. (). El Lenguaje Unificado de Modelado. Manual de referencia. Addison Wesley</li> <li>- Fowler, M. y Scott, K. (1997). UML gota a gota. Pearson. México</li> <li>- de Pablos Heredero, Carmen; López Hermoso Agius, José Joaquín; Martín-Romo Romero, Santiago &amp; Me (2021). Organización y transformación de los sistemas de información en la empresa. Madrid: ESIC</li> </ul>

**Recommendations**

**Subjects that it is recommended to have taken before**

Financial Accounting I/611G02013

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**

Information Systems Design/611G02041





## Other comments

1. The delivery of the documentary works carried out in this subject: It will be requested in virtual format and / or computer support. It will be done through Moodle, in digital format without the need to print it.  
2. The importance of ethical principles related to sustainability values in personal and professional behavior must be taken into account.  
3. Work will be done to identify and modify prejudices and sexist attitudes and the environment will be influenced to modify them and promote values of respect and equality.  
4. The full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties to an adequate, equal and profitable access to university life will be facilitated.

**(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.**