



Teaching Guide

| Identifying Data | | | | 2023/24 |
|---------------------|---|--------|-----------------------|---------|
| Subject (*) | Finance | Code | 611G01034 | |
| Study programme | Grao en Economía | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Fourth | Obligatory | 6 |
| Language | SpanishEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Empresa | | | |
| Coordinador | Alvarez Garcia, Begoña | E-mail | begona.alvarez@udc.es | |
| Lecturers | Alvarez Garcia, Begoña | E-mail | begona.alvarez@udc.es | |
| Web | www.udc.es | | | |
| General description | The subject Finance aims to provide students with the necessary tools to be able to make financial decisions and get an insight into the main issues addressed in Corporate Financial Management. | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| A1 | CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público. |
| A2 | CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público. |
| A3 | CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica. |
| A4 | CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos. |
| A5 | CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma. |
| A6 | CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial. |
| A7 | CE7-Identificar as fontes de información económica relevante e o seu contido. |
| A8 | CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía. |
| A9 | CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais. |
| A10 | CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional. |
| A11 | CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés. |
| A12 | CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos. |
| A13 | CE13-Comunicarse con fluidez no seu contorno e traballar en equipo. |
| B1 | CB1 - Que os estudantes demostran posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que 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 ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo. |
| B3 | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su 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 se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico |



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| B7 | CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora |
| B8 | CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce. |
| B9 | CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez. |
| C1 | CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | 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 | CT2-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 | CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C6 | CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | CT6-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 / results | | |
| Deepening the understanding of financial decisions | A1 | | |
| | A2 | | |
| | A4 | | |
| | A6 | | |
| | A8 | | |
| | A9 | | |
| | A12 | | |
| | A13 | | |
| Learning how to make financial decisions with the help of mathematical methods and computer tools | A2 | B3 | C3 |
| | A9 | | C6 |
| | A10 | | |
| Knowing how to formulate and defend a financial project | A3 | B8 | C1 |
| | A4 | | C3 |
| | A5 | | C6 |
| | A10 | | |
| Deepening the knowledge of the capital market | A7 | B1 | C1 |
| | A8 | B2 | C3 |
| | A9 | B7 | C5 |
| | A10 | B8 | C6 |
| | A11 | | |
| | A12 | | |
| Stimulating the ability to learn both as individuals and in group | | B5 | C1 |
| | | B6 | C4 |
| | | B9 | C7 |
| | | | C8 |



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| Improving the speaking, writing and reading skills | | B4 | C1 C2 C4 C8 |
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| Contents | |
|---|--|
| Topic | Sub-topic |
| Introduction to Corporate Finance and financing decisions | Financing decisions Financial objective |
| Basic concepts about investment analysis | Concept and types of investment Elements of an investment project The cash flows |
| Evaluating investment projects | Selection of projects under certainty Selection of projects under risk and uncertainty Selection of projects under capital rationing |
| Corporate financing | External financing |

| Planning | | | | |
|---------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A2 A3 A11 B1 B4 B6 B8 B9 C5 C6 C7 C8 | 15 | 30 | 45 |
| Case study | A2 A4 A5 A6 A7 A8 A9 A10 A12 A13 B2 B3 B4 B5 B6 B7 C1 C2 C4 | 20 | 40 | 60 |
| ICT practicals | A3 A4 A5 A6 A7 A13 B2 C2 C3 C8 | 8 | 16 | 24 |
| Directed discussion | A2 A3 A9 A13 B2 B3 B4 B5 B6 B9 C1 C4 C6 C8 | 4 | 4 | 8 |
| Mixed objective/subjective test | A4 A5 A6 A7 A9 A12 B2 B1 B3 B4 B5 B6 B7 C1 C6 | 3 | 9 | 12 |
| Personalized attention | | 1 | 0 | 1 |

(*)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 | Presentation of the contents of each topic |
| Case study | Presentation, analysis, discussion, and resolution of practical problems |
| ICT practicals | Practical exercises and activities with Moodle. Ability to use a spreadsheet program or other software. |
| Directed discussion | Discussions related to current practical problems |
| Mixed objective/subjective test | Written examination of theoretical-practical content |

Personalized attention



| Methodologies | Description |
|---|--|
| Case study ICT practicals Directed discussion | Students have access to the tutoring schedule published by the Faculty for personalized attention. Appointments may be scheduled by email. In addition, there will be small groups tutorials, in which individual questions can be answered. Small group tutorials may be face-to-face in the classroom or via Teams and will coincide with the explanations of topics 2 and 3. In all these tutorials, as well as in lectures, individual support, coordination and supervision will be offered, both for full and part-time students. These tutorials focus on ensuring that students are able to understand the subject and make financial decisions autonomously |

| Assessment | | | |
|---------------------------------|--|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Case study | A2 A4 A5 A6 A7 A8 A9 A10 A12 A13 B2 B3 B4 B5 B6 B7 C1 C2 C4 | Students? progress and skills will be assessed through their participation in the activities developed during the classes and as an extension of them. This methodology is part of the continuous evaluation | 30 |
| ICT practicals | A3 A4 A5 A6 A7 A13 B2 C2 C3 C8 | Students? progress and skills will be assessed. This methodology is part of the continuous evaluation | 5 |
| Mixed objective/subjective test | A4 A5 A6 A7 A9 A12 B2 B1 B3 B4 B5 B6 B7 C1 C6 | The ability of the students to address the theoretical-practical questions will be valued. The test will take place on the date established in the official academic calendar. | 60 |
| Directed discussion | A2 A3 A9 A13 B2 B3 B4 B5 B6 B9 C1 C4 C6 C8 | The ability of students to defend and argue their opinions will be valued. This methodology is part of the continuous evaluation | 5 |

| Assessment comments |
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|---------------------|



A) EVALUATION REGULATIONS

1. Requirements for evaluation. Entering the examination room with any device that allows communication with the outside and/or storage of information is forbidden.
2. Student identification. Students must provide proof of their identity in accordance with current regulations.

B) TYPES OF QUALIFICATION

1. Mark ?Not present at the exam?. Students who participate in activities that are worth less than 20% of the final grade (regardless of their performance) will have the mark ?Not present at the exam?.
2. Students officially recognized as ?Part-time students? and having an academic exemption from attendance. Students officially recognized as ?Part-time students?, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

C) EVALUATION OPPORTUNITIES

1. First opportunity. The criteria of evaluation previously indicated will be applied.
2. Second opportunity. Students who did not attend the first opportunity or who did not pass the first opportunity will be able to attend the second opportunity. Students who opt for the second opportunity will be assessed on 100% of the total grade.
3. Advanced opportunity (end of degree call). According to article 19 of the Norms of Evaluation, Review and Claims of the Qualifications of Undergraduate and Master's Degree Studies (Normas de Avaliación, Revisión e Reclamacións das Cualificacións dos Estudos de Grao e Mestrado Universitario), the conditions for the evaluation of the advanced opportunity will be specific for this opportunity. This opportunity will be evaluated by means of a test that will account for 100% of the final grade.

D) OTHER OBSERVATIONS OF EVALUATION. Fraudulent tests will result in a failing grade in the exam session in which the fault is committed and with respect to the subject in which it is committed: the student will be graded with a "fail" (in Spanish ?suspenso?) (numerical grade 0) in the corresponding exam session of the academic year, whether the fault is committed at the first opportunity or at the second opportunity. To this end, the student's grade will be modified in the first opportunity report, if necessary.

Sources of information

| Basic | |
|-------|---|
| | <ul style="list-style-type: none">- Brealey, R.A.; Myers, S.C.; Allen, F. (2014). Principles of corporate finance. McGraw-Hill Irwin- Brealey, R.A.; Myers, S.C.; Allen, F. (2010). Principios de finanzas corporativas. McGraw-Hill- Fernández, A. S., Iglesias, S. ((2000).). Métodos cuantitativos de selección de inversiones. Casos prácticos. . Santiago: Tórculo.- Doldán, F. ((2003).). Métodos cuantitativos de selección de inversiones.. Santiago: Tórculo.- Ortega de la Poza, R. (2017). Fundamentals of Financial Management. Esic- Pindado, J. (dir.) ((2012).). Finanzas empresariales. Madrid: Paraninfo.- Piñeiro, C., De Llano, P., Álvarez, B. ((2006).). Dirección Financiera: modelos avanzados de decisión con Excel.. Madrid: Delta.- Suárez, A. ((2005).). Decisiones óptimas de inversión y financiación en la empresa. . Madrid: Pirámide. |



Complementary

Recommendations

Subjects that it is recommended to have taken before

Financial Operations Analysis/611G01004

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

1. Concerning the documentary work carried out in this subject: a. It will be requested in virtual format and/or computer support. b. It will be done through the platform Moodle in digital format without the need to print them. 2. The importance of ethical principles related to sustainability values in personal and professional behaviors must be taken into account. 3. Work will be carried out to identify and modify sexist prejudices and attitudes, and the environment will be influenced in order to modify them and promote values of respect and equality. 4. Situations of gender discrimination shall be detected and actions and measures shall be proposed to correct them. 5. The full integration of students that have difficulties in gaining adequate, equal, and beneficial access to university life, for physical, sensory, mental or sociocultural reasons, will be facilitated. 6. Continuous assessment could take into account the participation of students in the activities organized by the FEE: conferences, Green Campus... etc. 7. The use of electronic devices (computers, tablets, telephones, etc.) in the classroom may be authorized exclusively for academic purposes. 8. In case of fraud, students will be graded with a "fail" (numerical grade 0) in the academic year, whether this occurs at the first or second opportunity.

(*)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.