Teaching Guide				
Identifying Data				2024/25
Subject (*)	Information Systems for Business Financial Management		Code	611G02028
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Fernández Rodríguez, María Teresa	E-mail	m.fernandezr@udc.es	
Lecturers	Abeal Vazquez, Jose Pablo Fernández Rodríguez, María Teresa Martínez Fernández, Paulino Vizcaino Gonzalez, Marcos	E-mail	j.abeal@udc.es m.fernandezr@udc.es paulino.martinez@udc.es marcos.vizcaino@udc.es	
Web	campusvirtual.udc.gal			
General description	Learn about the functions and components of the Business Information Systems from the point of view of a Graduate in Business Administration and Management			

Study programme competences / results	
Code	Study programme competences / results
A1	Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses
A2	Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demostrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations
B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.

C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C3	Use basic tools of information and communications technology (ICT) necessary for the exercise of their profession and for learning throughout their lives.
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Know the role played by the Information Systems in the business organizations. Know also about the components of a Business System Information. Know the lifecycle of a Business Information System and, more precisely, the role played by its users in the different steps of that lifecycle.	A1 A5 A6 A11	B1 B2	C1 C4 C5 C6 C7
Practical issues related with the IT applied to the Business Management.	A2 A3 A11	B3 B4	C1 C4 C6 C7
Know and learn the use of common BIE IT Tools, specifically studying those known as "office automation systems".	A2 A4 A6 A11	B7 B10	C1 C3 C4 C6 C7 C8
Know, from a user point of view, the basic tools to design the data model and the procedures subsystem of a Business Information System.	A2 A4 A6 A8 A9 A10	B5 B8	C1 C4 C6 C7
Show a general view of the Business Information Systems legal framework.	A2 A4 A6 A9 A11	B6 B9	C1 C4 C6 C7

Contents	
Topic	Sub-topic
1. Introduction to the Business Information System.	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. 1.5. The Lifecycle of a Business Information System.

2. The Information System Lifecycle.	2.1. Introduction to the Data Model. 2.2. The Emtity-Relationship Model.
3. Business Information Systems and IT.	3.1. Basic tools. 3.2. OAS tools. 3.3. Other tools.
4. General view of other relevant issues in a Business Information System.	4.1. General view of the security. 4.2. General view of the legal framework.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A3 A4 A5 A6 A8 A9 A10 A11 B2 B3 B4 B5 B6 C1 C4 C5 C6 C7 C8	17	34	51
Problem solving	A8 A9 A10 A11 B1 B7 B8 B9 B10 C3 C5	25	50	75
Practical test:	A4 A6 A8 A9 A11 B1 B6 B7 B8 B9 B10	1	8	9
Mixed objective/subjective test	A1 A4 A6 A8 A11 B2 B3 B4 B6 B7 B8 C1 C4 C8	1	8	9
Seminar	A1 A2 A3 A4 A5 A6 A8 A9 A10 A11 C3	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	1. Classroom lectures about the theoretical and practical contents of the subject to guide the student in its preparation. 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. 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: a) which are the bibliographic sources to study b) which are the most relevant and interesting issues to reach the learning goals set for the subject. 4. Discussion, together with all the workgroups, of the homework of each one of the workgroups. The student can participate: a) by his or her own, after being given the floor; b) after being required by the teacher to participate.

Problem solving	1. Development, exposition and resolution of practical exercises to be made by the student, being part of a workgroup, throghout the course. 2. Exercises and readings to be made by the student by his or herself. In subsequent classes: a) a review of the exercises will be made. In this review, the student can participate as stated in the point 3. b) a question time about the readings will be opened. 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.
Practical test:	During the class period, one or more tests of continuous evaluation will be carried out, which will not be liberating.
Mixed objective/subjective test	At the end of the classes, the theoretical-practical exam of all the contents of the subject, which is held first and second time
Seminar	Small group discussion of the subject contents to be held preferably via Teams. Specifically, the discussion will focus on the exercises and readings described in the previous "Problem solving" statement. Both the format (face-to-face or remote) and the dates will be determined according to the advance in the exercises and readings described in the previous "Problem solving" statement. The student can participate: a) on his or her own, after being given the floor; b) after being required by the teacher to participate.

Personalized attention	
Methodologies	**Description**
Guest lecture / keynote speech Seminar Problem solving	1. In the guest lectures and keynote speechs the student can participate, after being given the floor, to ask, clarify or explain his or her point of view about the issues being dealed with in the moment of his participation. 2. In the problem solving classes the student can participate as described in the Methodologies section. 3. In the tutorials, the student (including those with partial attending or with attending exemption) 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. 4. If the questions dealed with in the individual 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.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Mixed objective/subjective test	A1 A4 A6 A8 A11 B2 B3 B4 B6 B7 B8 C1 C4 C8	Both for the first opportunity and for the second opportunity: theoretical-practical exam of all the contents of the subject,	40

Problem solving	A8 A9 A10 A11 B1 B7 B8 B9 B10 C3 C5	For both the First and Second Opportunities: 60% continuous evaluation. 1. Preparation of one or more practical cases proposed by the teacher, in which one or more of the aspects related to the content of the subject will be developed. For the resolution of these cases, the use of information and communication technologies (ICT) may be necessary, and if required, deliverables will be in electronic format. 2. The works will be developed individually or in groups of 4 to 6 students. Exceptionally and with prior approval by the Teacher of the subject or the Tutor of the group, another number of students per group will be allowed. 3. An essential part of the evaluation is the discussion of its development with the Professor of the subject or the Tutor of the development group assigned to it. 4. Any doubts about this evaluative section must be resolved by supporting the solution on the idea of "continuous evaluation".	40
Practical test:	A4 A6 A8 A9 A11 B1 B6 B7 B8 B9 B10	During the class period, one or more tests of continuous evaluation will be carried out, which will not be liberating. The test not performed scores as zero.	20

Assessment comments

A) EVALUATION REGULATIONS: All aspects related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" will be governed in accordance with the current academic regulations of the UDC.
B) TYPES OF RATING:
Qualification of not presented: Corresponds to the student, when he only participates in evaluation activities that have a weighting of less than 20% on the final qualification, regardless of the qualification achieved.
Students with recognition of part-time dedication and academic waiver of attendance exemption: Except for the dates approved in the Faculty Board for the final objective test, for the remaining tests a specific calendar of dates compatible with their dedication. For this reason, the student must contact the teacher of the subject in the first ten days of the semester in which the subject is taught, in order to set the aforementioned calendar. The tests will have the same format as for full-time students.
C) ASSESSMENT OPPORTUNITIES:
1. First opportunity: The evaluation criteria previously indicated in this section will be applied.
2. Second opportunity: The evaluation criteria are the same as in the first opportunity.
3. Early opportunity: It will be evaluated through a mixed test that will account for 100% of the final grade.
D) OTHER EVALUATION OBSERVATIONS:
1. In general, without prejudice to what is indicated for students with recognition of part-time dedication and academic exemption from attendance exemption, class attendance is required to qualify for the part of the grade corresponding to continuous evaluation, both first chance and second chance. At the end of the evaluation period corresponding to the first opportunity, students who have yet to pass the subject may be proposed activities that allow them to recover the part of the grade corresponding to the continuous evaluation for the second opportunity, which they must request. to the teaching staff of the subject at least ten days before the date of the second chance exam.
2. The scoring criteria for each of the tests will be announced at the time of the test and will be supplied with the statement of the test
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Sources of information

Basic	- Arjonilla Domínguez, Sixto Jesús; Medina Garrido, José Aurelio (2009). La gestión de los sistemas de información en la empresa : teoría y casos prácticos. Madrid: Pirámide - Burrueco, Daniel (2016). Tablas dinámicas con Excel 2016. Paracuellos del Jarama Madrid: Ra-Ma - Casas Roma, Jordi; Conesa Caralt, Jordi (2013). Diseño conceptual de bases de datos en UML. Barcelona: UOC - Edwards, Chris; Nytheway, Andy; Ward, John (1997). Fundamentos de sistemas de información. Madrid: Prentice Hall - Elmasri, Ramez; Navathe, Shamkant B. (2000). Sistemas de bases de datos conceptos fundamentales. México : Pearson Educación - Gallegos Ruiz, Amalia; Martínez López, Francisco Javier (2017). Programación de bases de datos relacionales. Madrid : RA-MA Editorial - Giner de la Fuente, Fernando; Gil Estallo, María de los Angeles (2004). Los sistemas de información en la sociedad del conocimiento. Madrid: ESIC - Gómez Vieites, Álvaro; Suárez Rey, Carlos (2011). Sistemas de información: herramientas prácticas para la gestión empresarial. Madrid: Ra-Ma. - Grau Fernández, Luis; López Rodríguez, Ignacio (2006). Problemas de bases de datos. Madrid: Sanz y Torres - Kimmel, Paul (2007). Manual de UML. Mexico: McGraw-Hill Interamericana - Marqués Asensio, Felicidad (2010). Modelos financieros a través de Excel. San Fernando de Henares: RC Libros. - O'Brien, James A.; Marakas, George M. (2006). Sistemas de información gerencial. Mexico: McGraw Hill - Piattini Velthuis, Mario Gerardo (2007). Análisis y diseño detallado de aplicaciones informáticas de gestión. Madrid: Ra-Ma. - Ramón Cardona, José; Bueno Ávila, Salvador; Bañuls Silvera, Víctor Amadeo; Fuentes Blasco, María (2011). Sistemas de información empresarial : casos y supuestos prácticos. Granada: GEU - Rigollet, Pierre (2020). Microsoft Excel : versiones 2019 u Office 365: 120 ejercicios y soluciones. Cornellà de Llobregat: ENI - Schmuller, Joseph (2000). Aprendiendo UML en 24 horas. México: Pearson Educación - Silberschatz, Abraham; Korth, Henry F.; Sudarshan, S. (2014). Fundamentos de bases de datos. Aravaca : McGraw-Hill - Tormo, Marisa (2018). Excel práctico: descubre su magia trabajando con fórmulas y funciones. San Fernando de Henares, Madrid: RC Libros - Valdés-Miranda Cros, Claudia (2016). Manual imprescindible de Excel 2016. Madrid: Anaya multimedia

Complementary	- Alarcón, Raúl (2000). UML: diseño orientado a objetos con UML. Madrid: Eidos - Areitio Bertolín, Javier (2008). Seguridad de la información: redes, informática y sistemas de información. Madrid: Cengage Learning Paraninfo - Arlow, Jim; Neustadtd, Ila (2006). UML 2. Madrid: Anaya - Debrauwer, Laurent.; Heyde, Fien van der (2013). UML 2: iniciación, ejemplos y ejercicios corregidos. Barcelona : ENI - Fernández Alarcón, Vicenç (2006). Desarrollo de sistemas de información: una metodología basada en el modelado. Barcelona: Ediciones UPC - Fowler, Martin; Scott, Kendall (1997). UML gota a gota. México: Addison Wesley Longman - Gómez Gutiérrez, Juan Antonio (2017). Excel 2016 avanzado. Paracuellos del Jarama Madrid: RA-MA - Karam, Naouel; Debrauwer, Laurent (2010). Uml 2: practique la modelización. Cornellá de Llobregat : ENI - Muñiz, Luis (2016). Aplicación práctica de las tablas dinámicas con Excel : para Excel 2007, 2010, 2013 y 2016. Barcelona: Profit - Muñiz, Luis (2016). Diseñar cuadros de mando con Excel: utilizando tablas dinámicas. Barcelona: Profit - Pablos Heredero, Carmen de (2006). Dirección y gestión de los sistemas de información en la empresa: una visión integradora. . Madrid: ESIC - Pablos Heredero, Carmen de (2021). Organización y transformación de los sistemas de información en la empresa. Madrid: ESIC - Piattini Velthuis, Mario G. (2019). Calidad de sistemas de información. Bogotá: Ediciones de la U - Piattini Velthuis, Mario; Peso Navarro, Emilio del; Peso, Mar del (2015). Auditoría de tecnologías y sistemas de información. Madrid: RA-MA Editorial - Podeswa, Howard (2010). UML. Madrid: Anaya Multimedia. - Rumbaugh, James; Booch, Grady; Jacobson, Ivar; Joyanes Aguilar, Luis (2007). El lenguaje unificado de modelado: manual de referencia. Madrid: Pearson Eduacación - Sánchez Lasierra, Anna (2016). Microsoft Excel 2016: domine las funciones avanzadas de la hoja de cálculo de Microsoft. Barcelona: ENI - Valentin, Handz (2016). Excel 2016: paso a paso. Paracuellos del Jarama, Madrid: Ra-Ma

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 supportIt will be done through Moodle, in digital format without the need to print it2. 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. Actions to fix gender discrimination, when detected, will be proposed.Según se recoge en las distintas normativas de aplicación para la docencia universitaria se deberá incorporar la perspectiva de género en esta materia. Se trabajará para identificar y modificar prejuicios y actitudes sexistas y se influirá en el entorno para modificarlos y fomentar valores de respeto e igualdad. Se deberán detectar situaciones de discriminación por razón de género y se propondrán acciones y medidas para corregirlas.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.