



Teaching Guide

Teaching Guide				
Identifying Data			2015/16	
Subject (*)	Teoría do Investimento		Code	611G02020
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatoria	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía Financeira e ContabilidadeEnxeñaría Naval e Oceánica			
Coordinador	Fernandez Castro, Angel Santiago		E-mail	angel.fernandez.castro@udc.es
Lecturers	Alvarez Garcia, Begoña Fernandez Castro, Angel Santiago Lagoa Varela, Maria Dolores Llano Paz, Fernando de Miñones Crespo, Ramon Peón Pose, David Olegario Suarez Massa, Maria Isabel Ana		E-mail	begona.alvarez@udc.es angel.fernandez.castro@udc.es dolores.lagoa@udc.es fernando.de.llano.paz@udc.es ramon.minones@udc.es david.peon@udc.es isabel.suarez.massa@udc.es
Web				
General description	The subject aim is that students develop appropriate skills for evaluating non-financial investment projects.			

Study programme competences

Code	Study programme competences
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 demonstrated 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
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	
Deepen the understanding of financial logic		A1	B1 B2 C6 C8
Understand the groundings of investment project analysis		A1 A3	B3 B7 B10 C4
Know how to evaluate a non-financial investment		A2 A4 A5 A6 A8 A11	B5 B8
Know how to develop models and how to apply IT tools		A5 A9	B3 B5 B7 C5 C7
Know how to formulate and defend a financial project		A10 A11	B3 B4 B6 B7 B8 B9 B10 C1 C5 C8

Contents	
Topic	Sub-topic
Evaluating investment projects. The value.	Introduction to investment analysis. Fundamentals and phases of the evaluation model. The cash flows The Net Present Value The Internal Rate of Return Other criteria: Payback and Profitability index Investing in industrial equipment
Risk in individual projects	Sensitivity analysis. Investment analysis from the Game Theory perspective. Risk and its intertemporal effects: Hiller's model. Decision trees. Introduction to simulation.



Advanced investment analysis models	Investment decisions under capital rationing. Multicriteria decision making. AHP
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A3 A4 A8 A10 A11 B1 B6 B7 B10 C1 C4 C6 C7 C8	17	34	51
Problem solving	A1 A2 A3 A4 A5 A6 A8 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C6 C7	22	44	66
ICT practicals	A1 A2 A3 A4 A5 A6 A8 A9 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C5 C6 C7	3	6	9
Seminar	A3 A4 A8 A9 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C5 C6 C7	4	8	12
Mixed objective/subjective test	A3 A4 A8 A10 A11 B2 B3 B5 B6 B7 B8 C1 C6	2	9	11
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 general aspects of the subject.
Problem solving	Application to practice of the concepts of the subject.
ICT practicals	Development and application of analytical models using spreadsheet and / or specific software
Seminar	Session developed in small group focused on clarifying aspects of the syllabus which require it. 3 or 4 sessions will be scheduled, dividing each course group in 2 small groups. ICT will be frequently used.
Mixed objective/subjective test	Written examination of theoretical-practical content

Personalized attention	
Methodologies	Description
Mixed objective/subjective test Guest lecture / keynote speech Seminar ICT practicals Problem solving	Practical activities will be developed in lectures and as an extension of them, which requires, by its very nature, teacher supervision. 4 hours of seminars (small group tutoring) will be scheduled, where individual questions in which may address. In addition, students have access to the tutoring schedule published by the Faculty for personalized attention.



Assessment			
Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A3 A4 A8 A10 A11 B2 B3 B5 B6 B7 B8 C1 C6	Intended to measure the overall quality of learning and skills developed by the student, the degree of internalization and the ability to apply them to problem solving.	50
Seminar	A3 A4 A8 A9 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C5 C6 C7	The continuous assessment can be made either in group sessions or in the small group (seminars), so their joint evaluation will be the 50% allocated to the "problem solving".	0
ICT practicals	A1 A2 A3 A4 A5 A6 A8 A9 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C5 C6 C7	ICTs have in this subject an instrumental role. Accordingly, while these skills will not be assessed directly, some evaluated problem solving might make use of IT tools.	0
Problem solving	A1 A2 A3 A4 A5 A6 A8 A10 A11 B2 B3 B4 B5 B6 B7 B8 B9 C1 C6 C7	Continuous assessment will evaluate classroom problem solving embedded in the learning process. Specificity exercises will be complemented by others about the general headings of the program.	50

Assessment comments
The evaluation criteria are applied with complete uniformity in the "opportunities" in June and July. The set of practical activities developed in the group class or in small group, weighs 50% in the evaluation. By its very nature, activities embedded in classes can only be assessed when tasks are performed according to their schedule, in the specified period for the corresponding group. In the evaluation of continuous assessment, the result obtained in the worst or missed mark might be skipped. According to the applicable regulations, the exams will be performed at official dates, except in cases expressly considered in academic regulations; and the mark "absent" will be awarded when activities carried out weigh less than 20% in the evaluation, regardless of performance. In the early call opportunity, evaluation is carried out by a specific mixed exam, comprehensive of all contents and skills of the subject.

Sources of information	
Basic	- BREALEY, R.A.; MYERS, S.C y ALLEN, F. (2010). PRINCIPIOS DE FINANZAS CORPORATIVAS, 9ª ed.. MacGraw-Hill - (). Principles of Corporate Finance. - Fernández Castro, A.S. e Iglesias Antelo, S. (2000). Métodos Cuantitativos de Selección de Inversiones. Casos prácticos. . Santiago: Tórculo Edicións Dada a orientación á práctica da materia, o texto de "Casos prácticos" constitúe unha axuda fundamental para a súa preparación. Por outra banda, cómpre sinalar que o texto teórico seleccionado considérase bibliografía básica tamén nas materias Teoría do Financiamiento (3º curso de A.D.E.) e Planificación Financeira (4º curso). Outras edicións do mesmo manual, ou doutros relacionados nos que participan algúns dos seus autores, proporcionan tamén axuda para a maioría dos conceptos tratados.
Complementary	- Doldán, F. (2003). Métodos cuantitativos de selección de inversiones. . Santiago: Tórculo - Pindado García, J. (2012). Finanzas Empresariales.. Madrid: Paraninfo - Suárez, A. (2005). Decisiones óptimas de inversión y financiación en la empresa. . Madrid: Pirámide - Piñeiro, C.; de Llano, P (2006). Dirección Financiera: modelos avanzados de decisión con Excel. . Madrid: Delta - Boedo Vilabella, Lucía (2010). Evaluación de un proyecto de inversión en entornos de certeza, riesgo e incertidumbre. . Editorial Reprografía del Noroeste, A Coruña

Recommendations
Subjects that it is recommended to have taken before



Análise das Operacións Financeiras/611G02004

Estatística I/611G02006

Matemáticas II/611G02010

Contabilidade Financeira I/611G02013

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Teoría do Financiamento/611G02021

Planificación Financeira/611G02034

Other comments

The only electronic device allowed in classrooms (except, obviously, when IT are used) is non-programmable scientific calculator.

(*)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.