

1. OVERVIEW

Subject Area	Finance II
Degree	Bachelor's Degree in Business Analytics
School/Faculty	Faculty of Economics, Business, and Communication Sciences
Ac. Year	2nd
ECTS	3 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024-25
Coordinating professor	Leslie Rodriguez

2. INTRODUCTION

Finance II is a compulsory subject within the Bachelor's Degree of Business Analytics, worth 6 ECTS credits. The subject area introduces students to the assessment of projects after having studied and applied the most appropriate assessment methods to each situation. The skills developed in this subject area are very useful for both the professional and everyday life of future graduates. They will learn financial concepts that are useful for comparing different financial products (whether investments or financing modes), and analyse how to make decisions within companies, keeping in mind their financial viability.

Also, in the subject area, students will carry out an analysis of our country's financial system and the international financial system. For this reason, this subject area focuses on the study of its three fundamental elements: its financial intermediaries, its markets and its means.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

Cross-curricular skills (CT, by the acronym in Spanish):

Specific skills (CE, by the acronym in Spanish):

- CE03- Ability to understand and analyse the financial markets, its structure, agents and products.
- CE15 - Ability to select the best financial and fiscal planning alternative to be applied to the markets and companies in which the activity is developed, as well as to apply the different tools available for its management.
- CE16 - Ability to use the mathematical tools necessary for solving economic problems and using basic methods of calculation, algebra and programming.

- CE24 - Ability to identify the information needs, depending on the set objectives.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Understand the main financial instruments and methods available to the company's financial director for effective management decision-making.
- RA2: Carry out problem scenarios, case studies and tasks that demonstrate that the student has acquired the concepts described in the previous paragraph.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CE3	RA1: Understand the main financial instruments and methods available to the company's financial director for effective management decision-making.
CE15, CE16, CE24	RA2: Carry out problem scenarios, case studies and tasks that demonstrate that the student is able to apply the concepts described in the previous paragraph.

4. CONTENTS

- Financial management objectives
- Investment analysis (IRR, NPV, Payback)
- Investment decisions in uncertain environments.
- Financial system: Main participating markets and financial assets.

These contents will develop over the year in the following units

- Unit 1: Financial management objectives
 - Topic 1. Introduction to finances and its evolution.
 - Topic 2. The company's objective and the role of the financial manager
 - Topic 3. Net Present Value (NPV)
 - Topic 4. Internal rate of return (IRR)
 - Topic 5. Payback period.
 - Topic 6. Investment selection.
- Unit 2: Calculating cash flows
 - Topic 1. Obtaining cash flows
 - Topic 2. Investment evaluation using real and nominal cash flows
 - Topic 3. Computer tools for cash flow evaluation and calculation
- Unit 3: Project assessment in a context of uncertainty
 - Topic 1. Sensitivity analysis
 - Topic 2. Scenario analysis

- Topic 3. Stalemate analysis
- Topic 4. Sequential decisions: decision trees
- Unit 4: The financial system
 - Topic 1: Introduction. Financial system.
 - Topic 2. The Bank of Spain and the European Central Bank
 - Topic 3. International monetary policies
 - Topic 4. International financial institutions
- Unit 5: Credit institutions. Banking entities.
 - Topic 1. Interbank markets.
 - Topic 2. Credit institutions
 - Topic 3. Active and passive operations of credit institutions
 - Topic 4. Credit institution services
 - Topic 5. Banks, saving accounts and credit unions
- Unit 6: Other institutions and financial markets. Insurance company activities
 - Topic 1. Financial credit institutions and other secondary institutions
 - Topic 2. Capital markets. Institutions and operations
 - Topic 3. Intermediaries of the capital market and collective investment institutions

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Case studies.
- Collaborative learning.
- Problem-based learning.
- Lectures.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Lectures	27.5
Asynchronous lectures	8.5

Independent working	40
Oral presentations	10
Case studies and problem-solving	15
Knowledge tests	4
Tutorials	10
Reports and papers	35
TOTAL	150

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Knowledge test	40%
Case study/problem scenario	30%
Reports and papers	15%
Oral presentations	15%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade higher than or equal to 4.0 in the knowledge test, in order to determine an average grade for all assessment tasks.

Tasks submitted after the deadline will not be accepted.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade higher than or equal to 4.0 in the knowledge test, in order to determine an average grade for all assessment tasks.

On the Virtual Campus, you can find information on the tasks that must be carried out in order to rectify all those tasks not passed nor submitted in the ordinary exam period.

Tasks submitted after the deadline will not be accepted.

8. TIMELINE

The timeline with delivery dates of assessable tasks in the subject area is indicated in this section:

Actividades evaluables	Fecha

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

Basic bibliography:

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- Gava, L.; Ropero, E., Ubierna, A. y Serna, G. (2008). Dirección Financiera: Decisiones de Inversión. Editorial Delta.
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Solved exercises bibliography:

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Complementary bibliography:

- Bahillo Marcos, M.E., Pérez Bravo, M.C. y Escribano Ruiz, G. (2015) Gestión financiera. Madrid:Ed. Paraninfo.
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- Malo de Molina, J.L., Viñals, J. Y VV.AA. (1997). La política monetaria y la inflación en España. Servicio de Estudios del Banco de España. Madrid: Alianza Editorial.
- Marín, J.M y Rubio, G. (2011). Economía Financiera. Ed. Antoni Bosch.
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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions

are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities. From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:
orientacioneducativa@universidadeuropea.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.