

Liverpool John Moores University

Title: FINANCIAL & PERFORMANCE MANAGEMENT
Status: Definitive
Code: **5517MTE** (118551)
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool Institute for Performing Arts
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Jeremy Grice	

Academic Level: FHEQ5
Credit Value: 12.00
Total Delivered Hours: 34.00
Total Learning Hours: 120
Private Study: 86

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20.000
Seminar	12.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	Exam	Open-book, time-constrained assessment - 2 hours	70.0	2.00
Presentation	Present	30 minute group presentation	30.0	

Aims

This module aims to further develop the learner's knowledge and understanding of financial and performance management in the context of the music, theatre and entertainment economies.

Learning Outcomes

After completing the module the student should be able to:

- LO1 Demonstrate an understanding of the role and limitations of financial statements in relation to measuring the performance of an organisation
- LO2 Apply relevant techniques and analysis to evaluate the performance of an organisation and of departments within an organisation
- LO3 Examine and assess capital management arrangements and funding options within an organisation
- LO4 Evaluate performance measurement systems for an organisation or for departments within an organisation

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

2 hour examination	LO1	LO2	LO3	LO4
30 min group presentation	LO1	LO2	LO3	LO4

Outline Syllabus

Interpreting and analysing financial statements
Costing techniques
Pricing techniques
Keeping records for statutory purposes
Tax
Models of Performance management
Information systems for Performance management
Calculating investment value
Working capital management

Learning Activities

The module will be delivered by utilising a range of teaching and learning strategies. These will include:

Lectures to introduce key issues and concepts

Seminars to work through application of key concepts to a range of case studies and situations. Learners will be split into different groups in order to maximise learning opportunities for individual learners

Individual study and preparation for seminars in line with guidance and direction from tutors

Group work on a case study in preparation for the assessed presentations and examination.

References

Course Material	Book
Author	Kaplan, R S Norton, D P Lowes, A
Publishing Year	1996
Title	Balanced scorecard
Subtitle	Translating strategy into action
Edition	
Publisher	Harvard Business School Press.
ISBN	

Course Material	Book
Author	Marr, B
Publishing Year	2008
Title	Managing and Delivering Performance
Subtitle	How Government, Public Sector and Not-for-profit organisations can measure and manage what really matters'
Edition	
Publisher	Butterworth Heinemann
ISBN	

Course Material	Book
Author	Narayanan, M P Nanda and Vikram, K
Publishing Year	2004
Title	Finance for strategic decision-making
Subtitle	What non-financial managers need to know
Edition	
Publisher	Jossey Bass
ISBN	

Course Material	Book
Author	Tennent, John
Publishing Year	2008
Title	Guide to Financial Management
Subtitle	
Edition	
Publisher	London: Economist Books
ISBN	

Notes

Assessment Strategy:

Open-book, time-constrained assessment (2 hours) and Group Presentation based on a pre-issued case study. Learners attended all group presentations and it is

intended that this enhances their in-depth understanding of the case study. For this reason, all learning outcomes are assessed both by the presentations, and by the time-constrained assessment.

Note that for the assessment, students are provided with a case study, with questions from six different angles (e.g. report on company performance; report on departmental performance; proposal to raise money through sale of shares etc) . Students are divided into six groups, and each group is given time and support to help them produce a presentation to the rest of the class on their given angle. All members of the group receive the same mark for the group presentation

A time-constrained assessment takes place a week or so later. All students must write an in-depth report on any TWO of the above tasks. They are allowed to take in appendix information (ratios and calculations) to support their answers.

In this way, the assessments do test the same learning outcomes twice, however it is the intention that the students depth and level of understanding will have increased as a result of the presentations, and they are also assessed individually in the essay.