BUS713 Financial Analytics

School: School of Business and Creative Industries

2026 | Session 6

UniSC Sunshine Coast UniSC Adelaide	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you will develop advanced financial analysis skills using contemporary business intelligence and analytics tools. You will apply predictive analytics and time-series analysis to model financial data, visualize results, and effectively communicate insights to diverse stakeholders.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	2hrs	Week 1	6 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	3hrs	Week 1	6 times
Information session – Additional Information Sessions	1hr	Week 1	2 times
ONLINE			
Learning materials – Interactive online learning activities.	2hrs	Week 1	6 times
Tutorial/Workshop 1 – Scheduled, live, online workshops.	3hrs	Week 1	6 times
Information session – Additional Information Sessions	1hr	Week 1	2 times

1.3. Course Topics

- Programming
- Visualising financial data
- Modelling risk and return
- Forecasting and predictive modelling
- Evaluating investment portfolios
- Communicating financial insights

2. What level is this course?

> 700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Explain key concepts and theoretical foundations of financial analytics and their role in strategic decision-making.	Knowledgeable	PC6.2
2 Apply quantitative and time-series techniques to model risk, return, and financial performance in real-world contexts.	Creative and critical thinker	PC1.3, PC6, PC6.1, PC6.2
3 Use business analytics tools to develop, evaluate, and communicate predictive insights that support financial problem-solving.	Empowered	PC3, PC3.1
4 Create and communicate financial insights using effective visual, written, and oral formats suited to both technical and non-technical stakeholders.	Empowered	PC1.3

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1.3	Digital Literacy
PC3	Creative and Critical Thinking
PC3.1	Problem Solving
PC6	Career-adaptive
PC6.1	Adaptability
PC6.2	Discipline Knowledge

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

> Enrolled in any PGRD program.

5.2. Co-requisites

> Not applicable

5.3. Anti-requisites

> Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback will be provided using various methods in the first few weeks of the session.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	50%	Students will be asked to submit their R script and a 250-word reflection. They will explain their code, thinking, and findings, and communicate key insights in a recorded presentation lasting 6-10 minutes.	Week 4	Online Submission
All	2	Oral and Written Piece	Individual	50%	Students will be asked to submit their R script and a 250-word reflection. They will explain their code, thinking, and findings, and communicate key insights in a recorded presentation lasting 6-10 minutes.	Week 8	Online Submission

All - Assessment Task 1: Financial Data Analysis & Insight Report

GOAL:	Apply programming techniques in R to analyze financial data, create effective visualizations, and communicate insights clearly to both technical and non-technical stakeholders through a recorded presentation.
PRODUCT:	Oral and Written Piece
FORMAT:	For this assessment, students will complete a structured financial time series analysis and submit a multi-part recorded presentation. Using R, students will analyze a financial dataset, applying appropriate techniques to explore trends, patterns, and relationships over time. First, they will record themselves presenting and explaining their R code and analytical workflow directly within RStudio. This segment should be 3–5 minutes long and must begin with the student clearly showing their ID on camera. Immediately following this, students will present their key findings and recommendations in a 2–4-minute recorded segment, using visualizations and insights drawn from their analysis to communicate with a stakeholder audience. Students must remain visible on camera throughout both segments to verify authorship. Finally, students will submit the recording, their R script, and a 250-word written reflection discussing their analytical process, challenges encountered, and how their findings could inform financial decision-making. All components are to be submitted via Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Identify and interpret key financial metrics relevant to the scenario	1 2
	2	Detect and explain significant trends, patterns, or anomalies in the financial data	1 2
	3	Apply appropriate diagnostic techniques using analytics tools or visual methods	2
	4	Provide a concise, insightful commentary on business implications of findings	3 4

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Predictive Modelling & Portfolio Evaluation

GOAL:	Demonstrate the ability to develop and evaluate predictive models using time-series techniques, analyze and model risk and return with quantitative methods, and communicate financial insights clearly to both technical and non-technical stakeholders through a recorded presentation.
PRODUCT:	Oral and Written Piece
FORMAT:	Students will record themselves presenting and explaining their R code and workflow directly within RStudio. This segment should be 3–5 minutes long and must begin with the student clearly showing their ID on camera. Immediately following this, students will present a PowerPoint summarizing their key findings and recommendations to a stakeholder audience. This presentation should be 2–4 minutes in length and also be recorded with the student visible throughout. At all times during both segments, students must remain on camera to verify authorship. Finally, students will submit the recording, their R script, and a 250-word written reflection discussing their analytical process, challenges encountered, and how their findings could inform decision-making. All components are to be submitted via Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Accurate and effective application of financial analysis theories and methods	3
	2	Thorough and precise analysis of financial data	3
	3	Proficient use of financial technology tools and software	2
	4	Sophisticated and coherent justification for the analysis and recommendations,	3 4

GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Timothy R. Mayes	2020	Financial Analysis with Microsoft Excel	n/a	South-Western College

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au