



BUSA3015

Business Forecasting

Session 1, In person-scheduled-weekday, North Ryde 2025

Department of Actuarial Studies and Business Analytics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor & Lecturer

Prashan Karunaratne

prashan.karunaratne@mq.edu.au

Contact via Email

4ER 736

Please see iLearn

Lecturer

Fazeel Jaleel

fazeel.jaleel@mq.edu.au

Contact via Email

Please see iLearn

Credit points

10

Prerequisites

130cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit explores business forecasting by considering the planning process of the organisation, the environment in which business forecasts are made, prediction of key variables using qualitative and quantitative information, and the practical considerations of forecast implementation. Quantitative predictions will generally make use of spreadsheets and simple statistical procedures that can be easily applied in the business environment.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Identify and explain the need for, and uses of, forecasting in a business context.

ULO2: Select and apply quantitative and qualitative forecasting techniques for use in

business.

ULO3: Demonstrate practical knowledge of spreadsheets and statistical software to produce business forecasts.

ULO4: Critically examine business contexts and transform relevant data to provide recommendations for stakeholders.

General Assessment Information

Late Assessment Submission Penalty (written assessments)

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for [Special Consideration](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Skills Development: Critical Skills in Business Forecasting</u>	20%	No	11/04/2025
<u>Professional Practice: Business Forecasting Report</u>	40%	No	27/04/2025
<u>Professional Practice: Presenting Business Forecasts</u>	40%	No	01/06/2025

Skills Development: Critical Skills in Business Forecasting

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **11/04/2025**

Weighting: **20%**

The purpose of this assessment is to assess the skills and knowledge required to produce business forecasts for an organisation. Students will complete a quiz in iLearn that involves a range of multiple-choice and/or short numerical questions. Questions may involve both calculations and theory. There will be two online quizzes. Students only need to complete one

quiz. If students complete both quizzes, the best mark of the two marks will count towards the final grade. Skills in focus: Data Literacy and Digital Literacy Deliverables: Quiz in iLearn This is an individual task.

On successful completion you will be able to:

- Identify and explain the need for, and uses of, forecasting in a business context.
- Select and apply quantitative and qualitative forecasting techniques for use in business.
- Demonstrate practical knowledge of spreadsheets and statistical software to produce business forecasts.

Professional Practice: Business Forecasting Report

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **27/04/2025**

Weighting: **40%**

The purpose of this assessment is to assess students' ability to think critically and solve business problems in the realm of forecasting. In the world of work, you will be expected to communicate your findings via written reports that showcase solutions to business problems while providing a critique of your findings. Students will submit a report which will include a numerical component and a written component. Students will also be asked to submit the accompanying data/calculation file/s. Students can expect to provide an in-person defense of their work during class time. Skills in focus: Knowledge – Business Forecasting, Data Literacy and Digital Literacy, Critical Thinking, Problem Solving, Written Communication, and Professional Practice. Deliverables: Report, Numerical answers via iLearn, Data file with working, as well as an in-person defense. This is an individual task.

On successful completion you will be able to:

- Select and apply quantitative and qualitative forecasting techniques for use in business.
- Demonstrate practical knowledge of spreadsheets and statistical software to produce business forecasts.
- Critically examine business contexts and transform relevant data to provide recommendations for stakeholders.

Professional Practice: Presenting Business Forecasts

Assessment Type ¹: Presentation

Indicative Time on Task ²: 30 hours

Due: **01/06/2025**

Weighting: **40%**

The purpose of this assessment is to assess students' quantitative skills in the realm of business forecasting as well as students' qualitative skills in analysing and presenting these forecasts. In the world of work, you will be expected to communicate your findings via presentations that showcase solutions to business problems while providing a critique of your findings. Students will submit a video that showcases their problem-solving skills in forecasting as well as their ability to critically think and analyse their results. The video is to evaluate business forecasting skills, not video production skills. In the video, students will showcase the creation of forecasts using the software that is utilised in the unit. Students will be asked to critically analyse their results, provide business recommendations – showcasing their professional skills. Students will also be asked to submit screenshots of their video, as well as the accompanying data/calculation file/s. Students can expect to provide an in-person defense of their work during class time. Skills in focus: Knowledge – Business Forecasting, Data Literacy and Digital Literacy, Critical Thinking, Problem Solving, Oral Communication, and Professional Practice. Deliverables: Video, Screenshots as a PDF, Numerical answers via iLearn, Data file with working, as well as an in-person defense. This is an individual task.

On successful completion you will be able to:

- Identify and explain the need for, and uses of, forecasting in a business context.
- Select and apply quantitative and qualitative forecasting techniques for use in business.
- Demonstrate practical knowledge of spreadsheets and statistical software to produce business forecasts.
- Critically examine business contexts and transform relevant data to provide recommendations for stakeholders.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Classes:

3 hours of teaching per week consisting of:

* 1 x 2 hour lecture and

* 1 x 1 hour tutorial.

NOTE: Tutorials begin in Week 2.

Classes are face-to-face (no online classes).

Recommended Texts and/or Materials

You do not need to buy these books. Handouts of readings that cover similar material will be distributed via iLearn.

Hanke, John E & Wichern, Dean W, (2013), Business Forecasting, (International Edition) Pearson, (9th Edition) ISBN: 9781292023007, ISBN 10: 1292023007

Also available as a Kindle book.

The library has complimentary electronic copies where a certain number of users can access the book at the same time.

Additional readings

Hyndman, Rob J and Athanasopoulos, George (2014), Forecasting: principles and practice, Online: <https://www.otexts.org/fpp/>

Technology Used and Required

Students will learn to use Microsoft Excel (compulsory) and MINITAB (optional).

Unit Web Page The web page for this unit can be found at: iLearn <http://ilearn.mq.edu.au>

Teaching and Learning Strategy

This unit is lecture- and tutorial-based, as well as pre-recorded concept videos. Typically, the class-time structure will be like this:

1. Lectures: Business Forecasting theory and concepts will be discussed. We will establish links between theory and your personal knowledge in a business strategic planning setting during class discussions.

2. Tutorials: Students are required to work on some tasks of business forecasting solutions using several models and techniques. Student participation and meaningful contribution are essential to understand business forecasting concepts and calculations.

Lecture notes will be posted before each lecture on iLearn.

Passing the Unit

Students must obtain a mark of 50% to pass the unit. There are no other hurdle requirements for passing the unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to

Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Unit information based on version 2025.04 of the [Handbook](#)