

Tutor Guide to Delivering DTF

DTF delivers a range of learning outcomes to suit the constraints of time and group capabilities.

It is essential that the learners are clear about these outcomes and how to use DTF to achieve them.

Outcomes

Table 1 shows typical combinations but course leaders have ample scope for refinement to meet their situation.

Table 1 Outcomes and Resources

ID	Required Outcome	DTF Resources Needed
A	A simple business/financial model to support the business case.	<i>Step 1 Financial Essentials - Building a Business Mode (Billy's Bikes)</i> with the FaBLinker Application
B	"A" plus a practiced ability to manage profit and cash flow effectively and explain the financial aspects of the model clearly and coherently	Step 2 – Financial Essentials - Refine and Reinforce Systematic practice on FaBLinker guided by a series of videos.
C	Strategic multi-year financial projections exploring the potential of the business idea	The Financial Canvas and FaBLinker5 in "Intelligent Projections" Occasionally this can include FaBLinkerD if a startup date is imminent and detailed month by month projections for the first twelve months are needed.
D	Formal submission of the financials appended to the business plan and or a "pitching" event.	The "Submission/Pitching template to concisely and coherently capture the key business case information with the associated financials.

Typical learning benefits

By the end of the course, participants will have the knowledge and skills to:

- Reliably sense the impact of business decisions on financial statements
- Skilfully manage profit and cash flows
- Design and refine sustainable business models and avoid starting with a fatally flawed one
- Create clear and concise five-year projections to communicate opportunities and valuations
- Pitch their businesses confidently using the "Submission/Pitching Template"
- Create detailed annual month-by-month if they need to bootstrap their business

Timing

Because DTF is a completely independent learning resource course-leaders have total flexibility in relation to the delivery configuration and timing. See below for a suggested delivery plan.

Recommended Delivery

The Launch and Independent learning blocks are essential. The “Precise Endpoint” is strongly recommended even if only as a neat way for students to submit work. The Flipped Classroom session depends on your learning goals and calendar.

Launch session (2 hr)

- Introduction and Overview (40 min.)
 1. Emphatically state the specific outcomes required from this element
 2. Provide the link to download How to use DTF V2 - <https://we.tl/t-K7Ws6R5grZ> and indicate the relevant scope based on point 1 above
 3. Demonstrate FaBLinker to illustrate the simplicity of the tools available on the site
 4. Run and discuss the three videos: Home Page, Financial Essentials and Intelligent Projections
 5. Check that all students have registered on the site and have access to all areas
 6. Advise students to view the four user videos for the financial modelling apps prior to using them and before emailing the support centre
- Provide a high-level overview of the “Financial Essentials” area
- Demonstrate how to use the applications to deliver the required outcomes and invite students to work along using their own laptops (60 min.)
- Review and provide contact details for support and lead a Q&A to pick upon outstanding issues (20 Min.)
 - Draw attention to the Submission/Pitching Template download on the website and give a quick overview of its purpose and how to use it
 - Discuss the Independent Learning (No. weeks to fit course calendar) where participants will use:
 - The FaBLinker applications to build financial projections
 - The “Financial Essentials” area to develop the financial awareness to understand and explain their business/financial models and projections
 - The “*Submission-Pitching Template*” to organise and summarise their work.
 - The E-mail support system provided to deal with individual issues and questions

A “flipped classroom” session (up to 2 hrs)

To enable participants discuss their business models and projections in a peer group setting moderated by the course leader

A precise endpoint where:

- Participants submit the results of their project work using the “*Submission-Pitching Template*” and receive private feedback from the course leader or panel of experienced entrepreneurs. <https://we.tl/t-jl55gRREa0>

Dates

- Start Date: --/--/----
- Distance Learning and Online Tutorial Support: X weeks.
- Online Flipped Classroom (2-hours): --/--/----
- Submission of completed “Pitching in the language of Finance” document: --/--/---
- Individual feedback by email and Zoom (if applicable): --/--/----