

COURSE SYLLABUS

Academic year 2012-2013

1. COURSE DESCRIPTION

Degree:	Administración y Dirección de Empresas (English teaching)
Double Degree:	Derecho y Administración y Dirección de Empresas (English teaching)
Course:	FINANCIAL STATEMENTS ANALYSIS (Análisis de Estados Financieros - English teaching)
Module:	V: Accounting and Finance
Department:	Financial Economics and Accounting
Academic Year:	2012-2013
Term:	Second term
Total Credits:	6
Year:	3rd
Type of Course:	Obligatory
Course Language:	English

Teaching model:	C1	
a. General/background:		50%
b. Theory-into-practice/developmental knowledge-building		50%
c. Guided Academic Activities:		

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2. TEACHING TEAM INFORMATION

2.1. Course coordinator Juan Baños Sánchez-Matamoros

2.2. Teachers	
Name:	Luis Juan Rosales López de Carrizosa
Faculty:	Business Administration
Department:	Financial Economics and Accounting
Academic Area:	Accounting
Category:	Part-time lecturer
Office hours:	Still to be announced
Office No.:	7.1.15
E-mail:	ljroslop@upo.es
Tel.:	--

2.2. Teachers	
Name:	Pedro Coronado Hijón
Faculty:	Business Administration
Department:	Financial Economics and Accounting



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Academic Area:	Accounting
Category:	Part-time lecturer
Office hours:	Still to be announced
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3. ACADEMIC CONTEXT

3.1. Course Description and Objectives

The location of the subject in third year of the Degree in Business Administration and Management determines its objectives and content. Thus, the objective of the course is to offer the student a catalog of tools that allows you to analyze the economic and financial situation of the company. Therefore, the student becomes not just an accounting builder, but an accounting user. In this sense, and being a very practical subject, it will often converge theoretical and practical views in the same package. In any case, the cutting edge of practice in this area in the business world are integrated into the course, without losing sight of other practices already established for daily use. this way, It analyzes the ability to generate business income, their ability to generate solvency and its ability to generate cash.

Besides the above, and parallel throughout the degree, a goal in all Accounting subjects is trying to make the student aware of the importance of good accounting practices and ethics and social responsibility in the exercise of the profession and the relevance of accounting may have in making social and environmental decisions.

3.2. Contribution to the Training Plan

This subject being the fourth of the area of Accounting addresses the students in the degree, has a finalizing purpose, completing the learning process of the future accounting graduate.

Its main purpose is to determine the most basic tools to use in analyzing the Company's equity, financial and profitability situation. Technical analysis, not subjective, of the reality of a business is already established as an indispensable element in the day to day business, practically gathering all of the users of accounting information to that reality and the need to analyze an organization, whatever the different needs and purposes(eg, collective agreement negotiations, banking risk analysis, analysis of the ability to supply customers, etc..). Therefore, the course is a must for the student to complete his accounting background.

3.3. Recommendations or Prerequisites

It is recommended that previous subjects of Financial Accounting in the Degree of Business Administration and Management have been passed, since, as noted above, the subject starts from that knowledge. However, it is important the continuous use of the recommended bibliography and continued access to the Virtual Classroom of the course (WebCT).

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4. SKILLS

4.1 Degree Skills Developed during this Course

In respect of general competencies that, without possessing a purely accounting gender, are part of the general education of the student throughout the course we will focus mainly on the following:

systemic:

- Ability to learn independently.
- Creativity.

personal:

- Ability to critique and self-criticism.
- Commitment to ethical work.
- Ability to work as a team.

instrumental:

- Capacity for analysis and synthesis.
- Oral and written in English.
- Ability to organize and plan.
- Ability to take decisions.
- Ability to analyze and seek information from different sources.

specific:

- Perform and understand reports on liquidity, profitability and solvency of organizations from their financial statements for decision-making.

4.2. Module Skills Developed during this Course

The specific goals of this course is broken down into the following competencies directly related to the matter of study in this subject:

- Know the basic content of financial statements that comprise the mandatory reporting of companies.
- Learn the techniques to unify different accounting standards for the preparation of financial statements for analysis.
- Learn the techniques used to measure the ability to generate revenue for the company, as well as diagnosis, through measurement, of the possible risks in that capability.
- Learn the techniques used to measure the solvency of a company, understood in the long term, and determine, through this measurement, scenarios of risk in this situation.
- Learn the techniques used to measure the capabilities to generate liquidity in a company as well as determination, through measurement, of possible risk situations in that capability.
- Generate comprehensive reports of the previous issues, with general conclusions about the economic and financial situation of a company.

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4.3. Course-specific Skills

Cognitive (Know...):

- Comprehension of basic accounting and information disclosure characteristics.
- Comprehension of the fundamental concepts and elements of the Financial Statements.
- Acquisition of a broader view of the role of Accounting in satisfying the information needs of stakeholders.
- Knowledge of the new disclosure practices.

Procedural/Instrumental (Know-how to...):

- Acquisition of basic skills for developing and preparing financial statements and other business disclosure tools.
- Acquisition of analytic skills for interpreting Financial Statements and other tools for business information disclosure.
- Usage of Information Technologies to access and review financial accounts and other corporate reports, as well as the information disclosed from several institutions and regulatory and standardization bodies.

Attitudinal (Be...):

- Acquisition of a constructivist critical attitude, appreciating the fact that accounting, as a discipline, is the object of a constructivist debate and continuous questioning.
- Development of an ethical attitude to work inside the limits marked by the accounting ethics.

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5. COURSE CONTENT (COURSE TOPICS)

UNIT 1: Introduction to Financial Statement Analysis

The mandatory financial reporting. Legal aspects.

Essential elements that comprise the financial reporting.

The Balance Sheet.

The Income Statement.

The Statement of Changes in Equity.

The Statement of Cash Flows.

The Report and Notes to Financial Statements.

Contextualization of Financial Statement Analysis: The sector strategy, the company policies.

Homogenization of the Financial Statements.

Fraud in Financial Statements.

UNIT 2: Equity Analysis

The concept of ratio.

Horizontal percentages.

Vertical percentages.

UNIT 3: Analysis based on ratios: profitability, solvency and liquidity.

Concept of profitability.

Profitability ratios.

Concept of solvency.

Solvency ratios.

Concept of liquidity.

Liquidity ratios.

Sustainable growth rate.

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6. METHODOLOGY AND RESOURCES

METHODOLOGY:

The working method used by the teaching board of this subject is based primarily on lectures and practical realization of different activities during the different sessions. The course is taught in 2 sessions per week of 90 minutes each over the 15 weeks of the semester. Each week will have a Basic Training session (EB) to be taught to the whole group (60 students) and a session of Training and Development Practices (EPD) in which the group will be divided into three subgroups (20 students). According to this division, EB sessions will be mainly lectures in which the basics of each subject or unit will be introduced, encouraging at all times dialogue and discussion with students, as well as solving practical exercises on the concepts explained. Instead, the EPD sessions usually focus on the practical activities planned for each subject, which shall have been previously prepared by the students for later resolution in the classroom, either by the teacher or by students.

RESOURCES:

Students should prepare the subject using library/bibliography resources available in the University Library and the computer resources of the University Pablo de Olavide.

Furthermore, it is considered essential to use the WebCT platform. At the presentation of the subject, the teacher will show the student of the subject the space and all the resources and materials they can access and use. Students will have at all times the equipment needed to monitor the subject (EB and EPD), which will be available through the WebCT.

With regard to the subject materials, we divide them in three types:

- Script of the topic, which will be made available to students before the start of each topic. It's a script to monitor classes in which list the minimum content of each topic, but in no case shall be considered as the notes for each topic. The student should worry about going to the library and expand the contents of the script with the books cited in the literature/bibliography, as well as the teacher's explanations.
- Dossier of exercises, which contains the set of all exercises or activities for each topic, some of which must be completed by the student prior to their subsequent correction during the sessions of Teaching Practice and Development (EPD).
 - Questions of self-evaluation, with a corresponding self-correcting so that students can check their level of assimilation of the concepts and facilitate independent learning.

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7. ASSESSMENT

To pass the subject the student is entitled to stand for two official calls per course, which will be governed by the same evaluation criteria.

The evaluation of the different teaching activities are conducted on the basis of the following criteria:

- The content and skills acquired in Basic Training sessions (EB) represent 50% of the overall grade and will be evaluated through a theoretical and practical final exam. The final exam will have a rating of 5 points. However, you must obtain a minimum of 2.5 points over the total of 5 to pass the subject.

- The content and skills acquired in the sessions of Training and Development Practices (EPD) represent 50% of the overall grade and will be continuous assessment through various activities during the course, and will be unable to retrieve this rating in the final exam.

40% will be small tests during the course. The remaining 10% will be related to the evaluation of the skills developed, paying particular attention to participatory attitude of students in class and their work continued throughout the course.

The subject is overcome with a mean equal to or greater than 5 points.

Mobility:

Students at the UPO beneficiaries of any of the various officers of mobility programs (Socrates-Erasmus, Seneca, Atlanticus, Mexicalia ...) who take the subject out of their contracts for studies, may recover for their final grade, the block of continuous assessment by conducting additional tests to the written final examination. This situation should be communicated to the teaching board of the subject before March 15, 2013.

Note: Title II. Chapter II. Article 14.2 of the Academic Policy and Evaluation System of Students (approved by the Governing Council of the UPO on July 18, 2006): "In carrying out work, plagiarism and use non-original material, including that obtained through the Internet, without explicit indication of their origin and, if necessary, permission of the author, may be considered cause for the student to fail the course, without prejudice that might result in academic penalty. "

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8. BIBLIOGRAPHY

8.1. BASIC:

Archel, P. et al. (2010): *Estados Contables. Elaboración, análisis e interpretación.* Editorial Pirámide, Madrid.

Palepu, K.G., et al. (2010). *Business Analysis and Valuation.* South-Western College Publishing, Ohio.

Sitckney, C.D., et al., (2007). *Financial Reporting and Statement Analysis: A Strategic Perspective*, 6th edition. Thomson South-Western, Mason.

8.2. SPECIFIC:

Altman, E.I. (1968): "Financial Ratios, discriminant analysis and the prediction of corporate bankruptcy", *Journal of Finance*, pp. 586-609.

Amat, O. (2009): *Análisis de Estados Financieros. Fundamentos y aplicaciones*, Gestión 2000, Barcelona.

Díaz Llanes, M. (2010): *Una nueva visión del Análisis Contable desde la perspectiva de la Empresa*, Miguel Díaz Llanes, Sevilla.

Garrido, P., Íñiguez, R. (2010): *Análisis de Estados Contables. Elaboración e interpretación de la información financiera*, Pirámide, Madrid.

González Pascual, J. (2003): *El concurso de acreedores : una nueva solución para las empresas insolventes : perspectiva contable, financiera y jurídica, de la Ley 22/2003, de 9 de julio, concursal*, Centro de Estudios Financieros, Madrid.

Holmes, G., et al. (2008): *Interpreting Company Reports and Accounts*, 9th edition, Prentice Hall, Harlow.

Needles, B.E., et al. (2004): *Financial and managerial accounting*, Houghton Mifflin International, Boston.

Wild, J.J., et al. (2007): *Financial statement analysis*, McGraw-Hill, Boston.