

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	FINANCIAL STATEMENT ANALYSIS II		
Type:	Optional	ECTS credits:	3
Year:	3	Code:	7148
Teaching period:	Sixth semester		
Subject:	Accounting		
Module:	Functional Management of Business Areas		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

The subject of Analysis of Financial Statements II is the continuation of Analysis of Financial Statements I, and what is intended is for the student to acquire sufficient knowledge so that, through the financial statements and the appropriate methodology, they are able to issue a diagnosis about the economic and financial situation of the company and its future projection.

The subject of financial statement analysis II is included in the 'functional management of business areas' module of the degree in ADE.

This module covers three subjects: accounting, finance and commercial.

The subjects of the subject of accounting are detailed below: Financial Accounting I Financial Accounting II Cost Accounting Analysis of Financial Statements I and II Auditing I and II Tax Accounting.

Based on the anthropology that inspires our university, the goal we seek as professors at the Francisco de Vitoria University is the search for truth and good in community. Through our course, we try to do a grain of sand in that great beach, which is the training of future professionals, in the business environment, capable of improving the environment with their good work, applying our motto 'Vince in Bono malum' at any time or situation in their future life.

For our students to be 'seekers', they will receive comprehensive training in all areas of social and business reality, that is, differentiated comprehensive training in the following fields of knowledge:

- Training in business management techniques, including accounting in its different types.
- Anthropological training that serves as a basis for ethical behavior.
- Cultural training that allows you to see the environment with a wide historical perspective and cultural diversity.
- Training for teamwork, understood as a group of people who share a name, a mission, a story, a set of goals or objectives and common expectations.
- Formation of positive leadership capacity as a way to push other people towards achieving objectives. The origin of accounting dates back to primitive human organizations when the need arises to capture in some way the economic transactions carried out between the different social agents.

Nowadays and in the environment in which we live, these transactions take place in a market economy framework with many uncertain variables. Since economics is the science that studies how to distribute productive resources, it requires accounting, whose primary purpose is to produce information that helps social agents in decision-making. In the subject of financial statement analysis, we seek that students have a critical capacity to know if companies are complying with accounting regulations and reflecting the faithful image of the assets and results obtained; as well as the effects of not complying with this standard and its impacts on financial statements that will condition the study and analysis of the same.

The search for that faithful image in business actions is essential for economic agents to be able to make their decisions according to accounting information and, consequently, to act reasonably and with ethical behavior.

The syllabus of the subject analysis of financial statements is divided into two parts, the first of which is included in the subject taken in the first semester of the 3rd grade (analysis of financial statements I) and the second part is included in the subject taken in the second semester of the same course (analysis of financial statements II).

In the second part, we want the student to know how to prepare an exhaustive report on the financial statements of a real company, to make a diagnosis about its economic and financial situation and its future projection. In other words, the essential objective is to train the student to analyze and diagnose business management based on accounting information, essentially.

It is necessary to have acquired the knowledge of financial accounting subjects I and II taught in the previous courses respectively. We remind you that the subject is divided into two: analysis of financial statements I and analysis of financial statements II, which are recommended to be taken together.

Enrollment in financial statement analysis II without having completed the previous one is discouraged.

GOAL

It is a matter of the student acquiring sufficient knowledge so that, through financial information and, in particular, through the financial statements and the appropriate methodology, they are able to issue a diagnosis about the economic and financial situation of the company and its future projection. In other words, the essential objective is to train the student to analyze and diagnose business management based on accounting information, essentially. It is expected that the student will be able to process and analyze such information in Excel or a similar program. The objective is for the student to carry out a diagnosis and subsequent financial model of a company; in order to analyze viability, future forecasting, analysis of profitability, liquidity, indebtedness... both historical and future economic and financial situation.

The specific purposes of the course are:

- * Ability to work in a team

- * Cultivate attitudes of leadership and social responsibility in personal and professional performance.
- * The student is expected to be able to process and analyze such information in Excel or a similar program.
- * The objective is for the student to carry out a diagnosis and subsequent financial model of a company.

PRIOR KNOWLEDGE

It is necessary to have acquired the knowledge of the subject of financial statement analysis I taught in the first semester of 3rd grade. Additionally, to have acquired the knowledge of financial accounting subjects I and II taught in the previous courses respectively. We remind you that the subject is divided into two: analysis of financial statements I and analysis of financial statements II, which are recommended to be taken together. Enrollment in financial statement analysis II without having taken the subject of financial analysis I is discouraged.

COURSE SYLLABUS

The contents to be developed in the subject are:

TOPIC I: Analysis of financial statements and the environment in which it operates

- * Analysis of the company's environment as well as competition. Micro and macro analysis to encompass the company
- * Short and long-term analysis. Strategic analysis
- * Analysis of external market and competitive information
- * Sources of proven financial information, macro-economic factors to consider.

Theme II: Statement of changes in net worth

- *Preparation and interpretation of this document

THEME III: Projection of future financial statements based on assumptions. Construction of financial statements in Excel (similar program)

- *Concept of cash and treasury management, scenario and sensitivity analysis - change of hypothesis
- * Complex transactions: impacts of receiving funding (loans), capital increases/reductions & corporate transactions

THEME IV: Memory

- * Information that incorporates this document

EDUCATION ACTIVITIES

Our teaching methodology seeks to develop the qualities that will form the model of person that we want to transfer to society. To do this, we will carry out different classroom activities (face-to-face) necessary for the subsequent learning outcomes of the future graduate in their autonomous and team work (not face-to-face).

FACE-TO-FACE ACTIVITIES

Expository classes: presentation of the topics focusing on those concepts that are key to their understanding by students.

The student will previously participate in the preparation of some topics with the support of the material that he will find on the CANVAS virtual platform. In addition, the student will be given the most recommended resources for the subsequent preparation of the topic in depth.

Practical activities: the student is faced with problems based on real situations (ABP) and the teacher will be responsible for guiding him at all times.

Once the work is completed, the assumptions will be corrected and analyzed by the students themselves in class.

Teamwork: the student will do teamwork that will contribute to the development of information search and learning by discovery to deepen the fundamental didactic principles. This work will be presented and presented orally to the entire class.

Personalized tutoring: individual attention to the student with the objective of reviewing and discussing the topics presented in class and clarifying any doubts that have arisen. The student is also guided on all the elements that make up the learning process.

Group tutoring: consists of the supervision of students who work as a team for the development of the same. Final

Test: The student will take a final test that can be oral or written as determined by the teacher.

NON-FACE-TO-FACE ACTIVITIES

Theoretical study: Study of the theoretical contents of the program, so that the student's activity is focused on research and localization. Practical study: Resolution of practical assumptions, so that the student's activity focuses on the analysis, elaboration and return of information. These practical assumptions will be collected by the teacher at random.

Their solution will be published on the CANVAS e-learning campus for testing by the student. Teamwork: the student will meet with the members of their team for the design and development of the work to be presented in class.

Virtual networking: it will be carried out through the CANVAS virtual space designed by the teacher where the student can work together with other classmates, participate in forums organized by the teacher and maintain virtual tutoring.

The tools that have been activated in CANVAS are the following:

- Material: set of useful content for the preparation of classes, papers and assumptions. For example, the summary of the teacher's presentations in class, the content of the work to be done during the course and everything that favors the connection between the contents of the program and the current business reality: press clippings, announcements, company cases...
- Email: means of direct communication between the teacher and the student and between the students themselves
- Teaching guide: of the subject so that they can consult the explained syllabus or the evaluation criteria, among others.
- Tasks: set of exercises that students must carry out in the course. There are two sections: additional exercises and self-assessment. The first type of exercises is practical in nature and the tests are intended to consolidate theoretical knowledge of the subject by topic.
- Schedule: this means that the student is informed of the content of the classes to be taught, prepare the exercises in advance and remember the due dates for exercises, work, intermediate controls, etc. It is constantly updated.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Ability to carry out synthetic and analytical thought.

To be able to work and make decisions in all manner of situations.

To enjoy a creative and entrepreneurial spirit.

General Skills

Ability to carry out synthetic and analytical thought.

To be able to work and make decisions in all manner of situations.

To enjoy a creative and entrepreneurial spirit.

Specific skills

Have the ability to execute the financial direction of a company

Develop oral and written communication habits

Know how to effectively use computer tools for making presentations.

LEARNING RESULTS

The student explains the reality behind economic events in accordance with the regulations

The student manages and communicates data about the company's economic and financial situation to identify its strengths and weaknesses.

The student uses computer programs for the preparation of professional economic-financial reports

LEARNING APPRAISAL SYSTEM

The evaluation system distinguishes between students in first enrollment and repeat students, as well as for ordinary and extraordinary calls. The subject is evaluated from 0 to 10 points, which are accumulated over the course. For a student to pass the subject, the cumulative grade in the different evaluated parameters will be at least 5 points. A minimum score of 5 points out of 10 is required in the final test for any of the weighting listed below to be applied.

A. FIRST ENROLLMENT and CONTINUOUS EVALUATION

A.1. ORDINARY CALL the following parameters will be evaluated:

* Condition for applying this standard: A continuous evaluation system will only be carried out for those students who attend at least 80% of face-to-face classes. Therefore, there is 20% free availability of assistance for the student, so that no justification will be considered for any lack of attendance, nor will any test be repeated if the student does not attend the scheduled day for this purpose.

* Active and intelligent class participation: 10%

* Exercise resolution - tasks proposed throughout the course: 15% (can be in a group or individual)

* Final test (written or oral) 75% (minimum 5 to average with the rest)

A.2. EXTRAORDINARY CONVOCATION, the same weighting applies to them as in an ordinary call.

B. FIRST ENROLLMENT and WITHOUT CONTINUOUS EVALUATION, the following parameters will be evaluated:

*Condition: For those students who exceed 20% of non-attendance, their evaluation is not justified. Also included in this case are students without academic exemption

*Same criteria as case A. But since you haven't attended, you will not be entitled to participation (10%) or homework (15%); therefore, your final grade will be limited to 7.5 if you obtain the highest score in the final test

C. SECOND OR SUBSEQUENT ENROLLMENT, REPEATERS, STUDENTS WITH ACCREDITED DISPENSATION, ERAMIUS STUDENTS OR STAY ABROAD, the following parameters will be evaluated:

* Active and intelligent participation in class: 0% - Since they don't attend class

* Exercise resolution - tasks proposed throughout the course: 15%

* Final test (written or oral) 85% (minimum 5 to average with the rest)

*It is recommended to contact the teacher the first few days of class for a correct organization of the tasks.

EXTRAORDINARY CALL. All students who attend the extraordinary call will be evaluated following the same formula that would have been applied to them in the ordinary call.

* If you have not submitted the tests and tasks, the maximum score you can have is the one corresponding to that of the exam. Students can contact the teacher to perform tasks that allow them to recover a certain previous percentage.

To ensure meaningful learning on the part of the student, the delivery dates of the proposed activities, individual and group work will be scrupulously respected.

All tests susceptible to evaluation will be subject to the provisions of the Evaluation Regulations. "Plagiarism, as

well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.”

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Amat, Oriol (1957-) Analysis of financial statements: fundamentals and applications/6th ed.
Barcelona:Management 2000,2000.

Corona Romero, Enrique. Analysis of individual and consolidated financial statements/

García Padilla, Víctor. Financial analysis: a comprehensive approach/

MUÑOZ MERCHANT, Ángel. Analysis of financial statements: theory and practice/2nd ed., 1st reimp. Madrid: Academic Editions, 2011.

Horacio Molina Sánchez, Jesús N. Ramírez Sobrino, Rafael Bautista Mesa, Marta de Vicente Lama. Analyzing financial statements for decision-making: discovering what the numbers hide/