



## Teaching Guide

| Identifying Data    |   |        |   |           | 2017/18 |
|---------------------|---|--------|---|-----------|---------|
| Subject (*)         | Financial Statements Analysis   |        | Code  | 650G01031 |         |
| Study programme     | Grao en Ciencias Empresariais   |        |   |           |         |
| Descriptors         |   |        |   |           |         |
| Cycle               | Period  | Year   | Type  | Credits   |         |
| Graduate            | 1st four-month period   | Fourth | Obligatoria   | 6         |         |
| Language            | Spanish   |        |   |           |         |
| Teaching method     | Face-to-face  |        |   |           |         |
| Prerequisites       |   |        |   |           |         |
| Department          | EconomíaEmpresa   |        |   |           |         |
| Coordinador         | Ruiz Lamas, Fernando  | E-mail | fernando.ruiz@udc.es  |           |         |
| Lecturers           | Abeal Vazquez, Jose Pablo<br>González García, Isaías<br>Ruiz Lamas, Fernando  | E-mail | j.abeal@udc.es<br>isaias.gonzalezg@udc.es<br>fernando.ruiz@udc.es |           |         |
| Web                 | <a href="http://fv.udc.es/12Ciclo/entrada.asp?pAsignatura=&amp;&amp;&amp;&amp;pAmbito=0&amp;&amp;&amp;am">http://fv.udc.es/12Ciclo/entrada.asp?pAsignatura=&amp;&amp;&amp;&amp;pAmbito=0&amp;&amp;&amp;am</a> |        |   |           |         |
| General description | Elaboration and analysis of standardised financial reporting for external users, from the point of view of the accounting Spanish regulation and the Spanish companies.                                       |        |   |           |         |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| A1   | CE1 - Aprender a aprender, por exemplo, cómo, cómo, onde novos desenvolvementos persoais son necesarios.   |
| A2   | CE2 - Auditar unha organización e deseñar planes de consulta (por exemplo lexislación impositiva, inversións, estudo de casos, proxecto de traballo).  |
| A3   | CE3 - Comprender detalles do funcionamento empresarial, tamaño de empresas, rexións xeográficas, sectores empresariais, vinculación con coñecemento e teorías básicas.   |
| A7   | CE7 - Comprender os principios da lei e vincularlos co coñecemento de negocios e xestión.  |
| A9   | CE9 - Comprender os principio éticos, identificar as implicacións para as organizacións empresariais, deseño de escenarios.  |
| A10  | CE10 - Comprender e utilizar sistemas contables e financeiros.   |
| A12  | CE12 - Definir obxectivos, estratexias e políticas comerciais.   |
| A14  | CE14 - Xestionar as operacións da empresa.   |
| A23  | CE23 - Uso de instrumentos para a análise de entornos empresariais.  |
| B1   | CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.  |
| B2   | CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo.  |
| B3   | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética.   |
| B4   | CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado.   |
| B5   | CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía.   |
| B6   | CG1 - Que os estudantes formados sexan profesionais versátiles, capacitados tanto de iniciar o seu propio negocio como de desempeñar labores de deseño, planificación, organización, xestión, asesoramento e avaliación nas áreas e departamentos contables, financeiros e fiscais de organizacións empresariais, con especial referencia ás pequenas e medianas empresas.           |
| B7   | CG2 - Que os estudantes posúan unha elevada capacitación metodolóxica de xestión e tratamento da información que lles proporcione vantaxes competitivas, non só no seu labor profesional, senón nunha sociedade global en permanente transformación. Para iso, o Grao debe estar dotado dun axeitado nivel de interdisciplinidade, transversalidade e integración nas súas materias. |



|     |  |
|-----|--|
| B8  | CG3 - Que os estudantes presten especial atención aos cambios que, tanto en conceptos, coma en metodoloxía ou en aplicacións, implican no mundo empresarial as novas tecnoloxías da información e as comunicacións. Así mesmo deben poder obter e actualizar os coñecementos específicos que teñan como base a aparición de novas leis e regulamentos que afecten ao mundo fiscal, financeiro ou contable.   |
| B9  | CG4 - Que os estudantes integren a aprendizaxe na súa vida e no seu labor profesional, a través da metodoloxía de ensino que lles achega o Grao, o cal lles proporciona unha formación básica xeral que servirá como puntal para a formación continua ao longo da vida.  |
| B10 | CG5 - Que os estudantes teñan unha perspectiva integral e destreza no manexo dos conceptos, técnicas e ferramentas empregados en cada unha das diferentes áreas funcionais, con especial referencia ás contables, financeiras e fiscais da empresa; así como entender as relacións que existen entre elas e cos obxectivos xerais da organización. Todo iso tendo en conta os principios de sustentabilidade e responsabilidade social das mesmas. |
| B11 | CG6 - Que os estudantes saiban identificar e anticipar oportunidades, asignar recursos, organizar a información, realizar asesoramento fiscal e contable, control orzamentario, xestión de tesouraría, auditorías de contas e temas concursais (suspensións de pagamentos e quebras), tomar decisións en condicións de incerteza e avaliar resultados.   |
| B12 | CG7 - Que os estudantes sexan capaces de liderar proxectos nas áreas de valoración da empresa, de dirección estratéxica e financeira; deben poder entender a información contable das empresas co fin de obter conclusións e realizar predicións tanto sobre rendementos coma sobre riscos futuros.  |
| B13 | CG8 - Que os estudantes identifiquen os requisitos legais da información financeira aos que a empresa debe enfrontarse.  |
| B14 | CG9 - Que os estudantes manifesten respecto aos dereitos fundamentais e de igualdade entre homes e mulleres, o respecto e a promoción dos Dereitos Humanos e os principios de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con discapacidade.   |
| C1  | CT1 - Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.   |
| C2  | CT2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |
| C3  | CT3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.  |
| C4  | CT4 - Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.   |
| C5  | CT5 - Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.   |
| C6  | CT6 - Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.  |
| C7  | CT7 - Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.   |
| C8  | CT8 - Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.  |

| Learning outcomes  |                                       |  |  |
|--|---------------------------------------|--|--|
| Learning outcomes  | Study programme competences / results |  |  |
| Global skills required to elaborate and analyse Spanish companies financial reporting. | A1                                    |  |  |
|  | A2                                    |  |  |
|  | A3                                    |  |  |
|  | A7                                    |  |  |
|  | A9                                    |  |  |
|  | A10                                   |  |  |
|  | A12                                   |  |  |
|  | A14                                   |  |  |
|  | A23                                   |  |  |



|   |  |   |  |
|---|--|---|--|
| Nuclear skills of the degree apprehension |  |   | C1<br>C2<br>C3<br>C4<br>C5<br>C6<br>C7<br>C8 |
| Basic and general skills of the degree    |  | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B10<br>B11<br>B12<br>B13<br>B14 |  |

| Contents   |   |
|--|---|
| Topic  | Sub-topic   |
| LESSON 1: ANNUAL ACCOUNTS IN THE SPANISH GENERAL ACCOUNTING PLAN: BALANCE SHEET AND INCOME STATEMENT | <ol style="list-style-type: none"> <li>1. Financial statements in the Spanish General Accounting Plan.</li> <li>2. Financial statements under the International Accounting Standard 1 (IASB).</li> <li>3. Balance Sheet and Income Statement, official formats.</li> <li>4. Small and Medium Size Enterprises (SME): Balance Sheet and Income Statement, official formats.</li> </ol> |
| LESSON 2: SPANISH STANDARDS FOR THE PREPARATION OF ANNUAL ACCOUNTS                                   | <ol style="list-style-type: none"> <li>1. Merchant Code regulation</li> <li>2. Companies Act and Official Merchant Register regulation</li> <li>3. Spanish General Accounting Plan rules (Part III)</li> </ol>  |
| LESSON 3: STATEMENT OF CHANGES IN EQUITY   | <ol style="list-style-type: none"> <li>1. Other Comprehensive Income</li> <li>2. Statement of Changes in Equity.</li> <li>3. Statement of Changes in Equity (SME).</li> </ol>   |
| LESSON 4. NOTES TO THE FINANCIAL STATEMENTS  | <ol style="list-style-type: none"> <li>1. Explanatory notes (Normal format)</li> <li>2. Explanatory notes (Abbreviated format)</li> <li>3. Explanatory notes (SME format).</li> <li>4. Note on taxation</li> <li>5. Note on delayed payments</li> </ol>   |
| LESSON 5: STATEMENT OF CASH FLOWS  | <ol style="list-style-type: none"> <li>1. Concept of financial flows and financial stock</li> <li>2. Funds flow statements: historical evolution and usefulness.</li> <li>3. Concept of cash and cash equivalents</li> <li>4. Statement of cash flows: its structure</li> <li>5. How to elaborate a statement of cash flow</li> </ol>   |



|   |   |
|---|---|
| LESSON 6: AN INTRODUCION TO FINANCIAL STATEMENT ANALYSIS: EQUITY ANALYSIS | <ol style="list-style-type: none"> <li>1. Objectives and focus</li> <li>2. Financial reporting relevance and limitations</li> <li>3. Analytical classification of a Balance Sheet</li> <li>4. Analytical classification of a Profit and Loss Account.</li> <li>5. Financial statement methodology and technical tools</li> <li>6. Operating cycle and fixex structure.</li> <li>7. Business cycle duration and its determination</li> <li>8. Working Capital</li> <li>8. Long term financing</li> </ol> |
| LESSON 7: RESULTS ANALYSIS  | <ol style="list-style-type: none"> <li>1. Composition and changes in results</li> <li>2. Return on assets</li> <li>3. Margin</li> <li>4. Rotation</li> </ol>  |
| LESSON 8: FINANCIAL ANALYSIS  | <ol style="list-style-type: none"> <li>1. Financial solvency</li> <li>2. Financial leverage</li> <li>3. Return on equity</li> </ol>   |

| Planning                        |   |                                      |                               |             |
|---------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results  | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech  | A2 A3 A7 A9 A10 A12<br>A14 A23 B1 B2 B3 B4<br>B5 B6 B7 B8 B9 B10<br>B11 B12 B13 B14 C4<br>C5 C6 C7 C8 | 17                                   | 34                            | 51          |
| Problem solving                 | A1 A2 A10 A14 A23<br>C1 C2 C3 C6  | 25                                   | 50                            | 75          |
| Mixed objective/subjective test | A2 A10 A11 A13 A14<br>A23 A24 C1 C2   | 3                                    | 9                             | 12          |
| Oral presentation               | A2 A10 A11 A13 A14<br>A19 A24 C1 C2   | 2                                    | 6                             | 8           |
| Personalized attention          |   | 4                                    | 0                             | 4           |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies                   |  |
|---------------------------------|--|
| Methodologies                   | Description  |
| Guest lecture / keynote speech  | Summarised lectures about the content of the subject, with the aid of illustrative examples. |
| Problem solving                 | Exercises to be solved both in class and out of class time, as an individual or group task.  |
| Mixed objective/subjective test | Exams and other tests, with theoretical an practical questions.                              |
| Oral presentation               | Individual or group oral presentation of case studies.                                       |

| Personalized attention |                                |
|------------------------|--------------------------------|
| Methodologies          | Description                    |
| Oral presentation      | TTutorials for practical cases |



## Assessment

| Methodologies                   | Competencies / Results  | Description  | Qualification |
|---------------------------------|---|--|---------------|
| Mixed objective/subjective test | A2 A10 A11 A13 A14<br>A23 A24 C1 C2   | Exame teórico-practico.                            | 60            |
| Problem solving                 | A1 A2 A10 A14 A23<br>C1 C2 C3 C6  | Casos prácticos                                    | 20            |
| Guest lecture / keynote speech  | A2 A3 A7 A9 A10 A12<br>A14 A23 B1 B2 B3 B4<br>B5 B6 B7 B8 B9 B10<br>B11 B12 B13 B14 C4<br>C5 C6 C7 C8 | Se puntuará a asistencia e participación en clase. | 20            |
| Others                          |   |  |               |

## Assessment comments



Exam texts will be written in Spanish. Exam texts in Galician will be available for students asking for them up to 15 days before the date of the exam.

Mixed objective/subjective test rules: Any device that permits external communication, or information storage is not allowed. Infringement of these rules will imply the student be assessed by oral presentation only.

Practices shall be submitted during the term, before the deadlines settled.

Non presented mark is only for students that did not attend assessment tasks over a 20% of the total.

Mixed objective/subjective test:

The first test will assess lessons 1 to 5, and it will take place, following the lectures on those lessons (normally in the middle of the term). Maximum grade is 3 points. Students that passed this test (a minimum of 1,5 points) don't need to repeat this test in the exam at the end of the term. Accordingly, those students will be assessed at the end of the term just about lessons 6 to 8, unless they hand in the solution for the exam about lessons 1 to 3. In that case, The best of the two assessments will be added to their grades.

As for the second opportunity (July), those student who didn't pass the mid-term exam will be assessed by the grades of the first or the second opportunity exam: the highest of both. Those student that passed the mid-term exam will be assessed for the best of a maximum of three grades for lessons 1 to 5, and for the grades achieved in the first or the second opportunity, the highest of them, for lessons 6 to 8.

Exams for lessons 6 to 8 have a maximum grade of 3 points. In order to pass the subject, a minimum of 1,2 points is required for these lessons. Not passing the subject due to this requirement implies that no grades for mixed objective/subjective tests will be added to the final marks.

Problem solving: Up to 2 points will be added for individual or group tasks, with or without oral presentation.



Every task shall be submitted to the teacher before the related deadline. Once submitted the solved tasks, two tests will be scheduled to individually assess the task. The first test will comprise lessons 1 to 5, and the second, lessons 6 to 8. Those test will and a maximum of 1 point each to the total marks of the student.

Guest lecture/keynote speech:

Task in class will be assessed at a maximum of 2 points, provided that the students attain a minimum of a 70% attendance.

Second opportunity assessment special issues:

Apart from the aforementioned assessment rules, the same requirements and criteria will be applied in the second opportunity assessment, unless they would be in conflict with the University of A Coruña or the Faculty general regulation. However, those students that didn't pass the subject in the first opportunity will be assessed at a maximum of 6 points in the second opportunity.

Voluntary oral exam:

Those students who achieve a grade of 5 points or higher before the exam at the end of the term, have the right to be assessed through an oral presentation of lessons 6 to 8, in order to get a maximum of two extra points.

Part-time students with academic permission not to attend the classes will have to contact the teacher by the tenth day of the term, in order to receive an individual tutorial schedule, which will include dates for the multiple-choice questions test. Exams for these students will be held on the same date as the rest of the students.

Just for the advanced call, students will take a mix test, in order to assess all the competencies and contents of the subject.



## Sources of information

|                      |   |
|----------------------|---|
| <b>Basic</b>         | <ul style="list-style-type: none"><li>- GONZÁLEZ PASCUAL, J. (2008). Análisis de la empresa a través de su información económico-financiera : aplicaciones prácticas. . Madrid: Pirámide</li><li>- Muñoz Merchante, Ángel (2009). Análisis de estados financieros : ejercicios y test . Madrid : Ediciones Académicas</li><li>- GONZÁLEZ PASCUAL, J. (2008). Análisis de la empresa a través de su información económico-financiera. Fundamentos teóricos y aplicaciones. . Madrid. Pirámide</li><li>- Muñoz Merchante, Ángel (2009). Análisis de estados financieros : teoría y práctica . Madrid : Ediciones Académicas</li><li>- ESTEO SÁNCHEZ, F. (2003). Análisis de estados financieros. Planificación y control. Madrid. CEF</li></ul> |
| <b>Complementary</b> |   |

## Recommendations

### Subjects that it is recommended to have taken before

Financial Accounting I/650G01013  
Financial Operations Analysis/650G01014  
Costs Accounting/650G01023  
Financial Management II/650G01025  
Corporate Accounting/650G01030

### Subjects that are recommended to be taken simultaneously

Business Groups and Consolidated Financial Statements/650G01032  
Information Systems for Business Financial Management/650G01034  
Business Software/650G01035

### Subjects that continue the syllabus

Business Groups and Consolidated Financial Statements/650G01032  
Introduction to Auditing/650G01033

### Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.