



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Accounting		Code	611G01020
Study programme	Grao en Economía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Muiño Vazquez, Maria Flora	E-mail	flora.muino@udc.es	
Lecturers	Anido Martinez, Cristina Enriquez Díaz, Joaquín Muiño Vazquez, Maria Flora	E-mail	cristina.anido@udc.es joaquin.enriquez@udc.es flora.muino@udc.es	
Web				
General description	Introduction to the basics of accounting.			

Study programme competences

Code	Study programme competences
A1	CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público.
A2	CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público.
A3	CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica.
A4	CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos.
A5	CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma.
A6	CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial.
A7	CE7-Identificar as fontes de información económica relevante e o seu contido.
A8	CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía.
A9	CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais.
A10	CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional.
A11	CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés.
A12	CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos.
A13	CE13-Comunicarse con fluidez no seu contorno e traballar en equipo.
B1	CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que 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 ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su 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 se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico



B7	CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora
B8	CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce.
B9	CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez.
C1	CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	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	CT2-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	CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT6-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	
Know the accounting method and its output: the financial statements.		A1 A4 A5 A6 A7 A8 A9 A10 A12	B2 B7 C3
Record, present, and interpret any basic business transaction.		A1 A2 A3 A4 A5 A9	C3 C5
Learn in an autonomous manner; look for the solution for new problems by applying the acquired knowledge.		A7 A9	B1 B3 B5 B6 B8 C3 C6
Ability to work with others in a consultive way.		A7 A11 A13	B4 B9 C1 C7 C8
Have an ethical behaviour in business.		A1 A2	C4

Contents	
Topic	Sub-topic
Section I: Foundations of Accounting	



Lesson 1: Introduction to Accounting	1.1. Business activity and the need for information 1.2. Uses and users of financial and non-financial information 1.3. Accounting standards
Lesson 2: The balance sheet	2.1. Purpose of the balance sheet 2.2. Balance sheet components 2.3. Transactions and balance sheet
Lesson 3: The income statement and the cash flow statement	3.1. Purpose of the income statement 3.2. Income statement format 3.3. The link between the income statement and the balance sheet 3.4. Cash flows
Lesson 4: The accounting method	4.1. Analysis of transactions. Dual accounting 4.2. The recording process. Debit and credit approach
Lesson 5: Accounting records	5.1. The journal and the journal entry 5.2. Transfer from the journal to the ledger 5.3. The trial balance and the financial statements
Lesson 6: The accounting cycle	6.1. The accounting period 6.2. Recording transactions 6.3. End of period adjustments 6.4. Preparation of financial statements 6.5. Closing entries
Section II: Analysis and interpretation of financial information	
Lesson 7: The content of the financial statements	7.1. Structure and content of the basic financials statements 7.2. Comparative financial statements and trend analysis 7.3. Common size financial statements
Lesson 8: Liquidity and efficiency	8.1. Current and non-current assets 8.2. Turnover ratios
Lesson 9: Solvency	9.1. Leverage 9.2. Interest coverage 9.3. Ability to generate cash flow
Lesson 10. Profitability analysis	10.1. Return on assets 10.2. Return on equity 10.3. Debt and profitability

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A3 A7 A8	8	12	20
Directed discussion	A4 A5 A9 A11 A13 B4 B6 B8 B9 C4 C6	7	12	19
Workshop	A6 A10 A12 B2 B1 B3 B5 B7 C1 C3 C5 C7 C8	12	24	36
ICT practicals	A7 A9 A10 B2 B3 C3	11	22	33
Oral presentation	A9 A10 A13 B2 B3 B4	3	12	15
Online forum	A13 B3 B4 C3	0	2	2
Multiple-choice questions	A4 B2	1	4	5
Practical test:	A9 A12 B2 B3 C3	2	4	6
Objective test	A4 B2	2	8	10
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	The teacher presents the main concepts that students need to solve the accounting problems covered in the course.
Directed discussion	Preparation and discussion in the classroom of the topics proposed by the teacher.
Workshop	Work in groups to solve exercises and cases, both in the classroom and out of the classroom. The teacher will guide this work.
ICT practicals	Work with accounting software to keep accounting books and prepare financial statements, use of a worksheet to analyse the content of the financial statements, and employment of presentation tools in order to prepare the presentation in the classroom.
Oral presentation	Presentation (in the classroom) of a practical case prepared in group and following the guidelines provided by the teacher.
Online forum	Use of the forum in Moodle to ask questions and/or answer those formulated by other students dealing with any topic related to the subject, particularly, those arising when solving the exercises and cases.
Multiple-choice questions	Mid-term multiple choice test on an unspecified date.
Practical test:	Mini-written tests associated with both the workshop and ICT exercises and designed to assess the work done by students outside the classroom, in solving the exercises and cases.
Objective test	Final exam covers both theoretical and practical issues.

Personalized attention	
Methodologies	Description
Objective test	The accounting problems proposed to be solved in the classroom are designed to help students in understanding the accounting concepts and in becoming familiar with the accounting technique. With this aim, students will be guided by the teacher, so that they can solve, on their own, the proposed cases. Group tutorials (4 hours distributed along the term) will be used to discuss those complex cases that require a higher degree of personal attention. For these tutorials, the group will be split into two small groups (15 students, aprox.). If possible, group tutorials will be held either in the previous or the posterior time slot in which students have their classes.
Directed discussion	
Multiple-choice questions	
Workshop	
ICT practicals	
Oral presentation	
Practical test:	

Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A4 B2	The final exam, covering both theoretical and practical issues, will be held on the date set by the Faculty.	30
Multiple-choice questions	A4 B2	Mid-term multiple choice test.	10
Oral presentation	A9 A10 A13 B2 B3 B4	Students are asked to present a case in the classroom. In marking this oral presentation the teacher will take into account how students have solved the case, the presentation in the classroom, and the answer to the questions formulated by the teacher and/or other students.	20
Practical test:	A9 A12 B2 B3 C3	At the beginning of each of the sessions dedicated to discuss the exercises and cases, the teacher will ask students to solve a mini-written exercise, similar to those designed to be solved out of the classroom. This mini-exercise must be solved individually and in the time slot set by the teacher. By the end of the term the teacher will randomly select four of these written exercises to be marked.	40

Assessment comments



The proposed methodology seeks

two main objectives: i) to create incentives for the student to work on a continuous basis along the term, and ii) to promote self-study strategies. With this aim, the student is asked to:

a) On a weekly basis, solve the exercises and cases proposed by the teacher. Team work is highly recommended to discuss the possible solutions. b) Prepare a case to be presented in the classroom. Students are asked to work in group and following the guidelines provided by the teacher, who will also set the date of presentation. c) Prepare, either individually or in group, the questions designed by the teacher to be discussed in the classroom and to actively participate in the discussions held in the classroom and/or the virtual forum.

Both the strength of the arguments used and the ability to defend them in front of the rest of the students are graded. The student can get up to 1 extra point

to be added to the mark obtained in the continuous evaluation. In the event a student, for whatever reason, cannot take one of the written continuous assessment tests (mid-term multiple choice test or practical tests), s/he will be graded zero in that test, but this grade can be substituted with the grade obtained by means of active participation in class. That is to say, out of the six elements taken into account in the continuous assessment (mid-term test, 4 practical tests and participation) the best six will be selected. The maximum final mark for the continuous evaluation, out of the oral presentation, is 5 points. Part-time students. It is highly recommended that all students awarded part-time enrolment try to follow the classes regularly and take part in the continuous evaluation activities. When this is not possible, these students, and only these students, can take an exam designed to assess all the competences and content of the subject, instead of the different continuous assessment tests. This exam will be totally (or at least partially) oral and it will take place before the end of the term in a date on which all students in the same situation and teachers agree. The mark corresponding to this exam will be considered the continuous assessment mark for these students. Hence, they should take the final exam in the same date and conditions as the rest of students. Part-time students should contact the teacher before February, 28. As for the final exam, students should take into account the agreements of the Executive Committee of the

Faculty of Economics and Business (6th July 2011). Absent qualification.

This qualification will be assigned, exclusively, to those students that had participated in evaluation activities with a weighting lower than 20% of the final qualification, independently of the mark obtained in these activities. Final exam.

It is forbidden to access the classroom where the exam is held with any machine that allows communication with the outside and/or the saving of information. Evaluation in the July option.

The evaluation criteria used in the first option applies also in the July option. Finally, in the case (and

just in the case) students are awarded with an extra evaluation option ("avaliación adelantada"), they should take an oral (or partially oral) exam which will be designed to evaluate all competencies and contents of the course.

Sources of information

Basic	- Arquero Montaña, J. L., Jiménez Cardoso, S.M. y Ruiz Albert, I. (2015). Introducción a la Contabilidad Financiera. Pirámide - Larrán Jorge, Manuel (Coord.) (2009). Fundamentos de Contabilidad Financiera. Pirámide - Muñoz Merchant, Ángel (2014). Introducción a la Contabilidad Financiera. Ediciones Académicas - Phillips, F., Libby, R., and Libby, P.A. (2006). Fundamentals of Financial Accounting. McGraw Hill - Reverte Maya, Carmelo (2014). Exercises of Financial Accounting. Ecobook - Sutton, T. (2004). Corporate Financial Accounting and Reporting. Prentice Hall
Complementary	- Horngren, C.T.; Harrison, W.T y Bamber, L. S. (2003). Contabilidad. Pearson - Camacho Miñano, M. M. y Rivero Menéndez, M.J. 2010 (2010). Introducción a la Contabilidad Financiera. Pearson - Solà Tey, Magda y Vilardell Riera, Inmaculada (2009). Introducción a la Contabilidad General. McGraw Hill

Recommendations

Subjects that it is recommended to have taken before



Financial Operations Analysis/611G01004

Business Economics: Management and Organisation/611G01008

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

In this subject, documents will be delivered in digital format, through Moodle.

(*)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.