



DEPARTMENT OF BUSINESS ADMINISTRATION

FEK332 Financial Accounting, Bachelor Course, 7.5 credits

Externredovisning, kandidatkurs, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Business Administration on 2019-09-11 and was last revised on 2021-05-28 to be valid from 2021-08-30, autumn semester of 2021.

Field of education: Social Sciences 100%

Department: Department of Business Administration

Position in the educational system

The course is offered as a freestanding course.

The course can be part of the following programmes: 1) Programme in Business and Economics (S1EPG), 2) Programme in Business and Economics (S1HEG) and 3) Bachelor's Programme in Business and Economics (S1EKA)

Main field of studies

Business Administration

Financial Economics

Specialization

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

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Entry requirements

Admission to the course requires at least 105 credits, at least 45 of which must be from FEK101 Business Administration, Organization and Leadership, 7.5 credits, FEK102 Business Administration, Marketing, 7.5 credits, FEK103 Business Administration, Financial Accounting, 7.5 credits, FEK104 Business Administration, Management Accounting, 7.5 credits, FEK201 Business Administration, Strategic Marketing Management, 7.5 credits, FEK202 Business Administration, Strategy, 7.5 credits, FEK203 Business Administration, Economic and Financial Management, 7.5 credits,

FEK204 Business Administration and Operations Management, 7.5 credits, or from FEG100 Business Administration 1, 30 credits and FEG200 Business Administration 2, 30 credits or equivalent.

Learning outcomes

On successful completion of the course, students should be able to:

1. Describe how conceptual ideas are reflected in regulation and specific standards, including in technical aspects of group accounting. Students should also be able to identify how standards and accounting policy choices are reflected in financial statements, and assess their usefulness for financial statement analysis.
2. Use an annual report to assess how accounting quality affects the usefulness of financial statements for analysis, and communicate their findings in written and oral form.
3. Prepare consolidated financial statements.

The qualitative targets for a Degree of Bachelor are related to the course's intended learning outcomes.

Qualitative targets	Learning outcomes
<i>Knowledge and understanding</i>	1+3
<i>Competence and skills</i>	2
<i>Judgement and approach</i>	1

Course content

This course focuses on theoretical aspects of the measurement issues that arise in financial statement preparation, including general structures and principles in financial accounting. In the accounting theory section, the aspects are covered from a preparer perspective. In the financial statement analysis section they are covered from a user perspective. In addition, the course covers issues that arise in the regulation of financial accounting. The section ends with issues arising in the audit of financial statements.

In the area of regulation, the course gives an overview of current regulation, why regulation exists and the costs and benefits of regulation. Various regulatory vehicles are discussed, as well as which specific rules Swedish and other companies currently must follow. The accounting theory section focuses on underlying principles and structures and how these principles are reflected in a number of current accounting standards. Financial statement analysis covers how users of financial statements are affected by firms' accounting policy choices as well as how these choices are reflected in actual

financial statements.

An area where accounting theory is reflected in specific standards, and that is in particular focus in the course, is group accounting. In this section of the course, students learn the principles and conceptual ideas behind different group accounting methods. There are also technical aspects, where students learn to produce consolidated financial statements.

The course includes elements that will strengthen students' generic competences. Analytical skills are acquired in solving theoretical and practical assignments. Oral and written communication skills, as well as training in finding information, are acquired via the submission of written reports combined with oral presentations and discussions in seminar groups.

Form of teaching

Lectures, seminars.

Language of instruction: Swedish

Teaching in English may occur.

Assessment

Learning outcome 1 is assessed through a written exam. Learning outcome 2 is assessed through a case study done in groups and reported in written and oral form. Learning outcome 3 is assessed through a written case study done individually.

In addition to the above compulsory examination elements, non-compulsory elements are present during the course, which gives the student the opportunity to prepare for the written examination. The non-compulsory elements consist of smaller written tests or similar, which can give bonus points. The noncompulsory parts are only possible to participate in, and get points for, when the student is registered for the course.

Due to resource constraints, the case studies can only be performed and assessed within the course dates.

A student who does not participate in the compulsory oral presentations and discussions in seminar groups needs to complete a special make-up assignment within the prescribed time.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be

approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

To pass the course, a student must receive a passing grade on all intended learning outcomes. In order to decide the grade of the course, all points from the examination elements are added together and translated to the course grade A-F.

Grade (Definition) Characteristic:

A (Excellent) A distinguished result that is excellent with regard to theoretical depth, practical relevance, analytical ability and independent thought.

B (Very good) A very good result with regard to theoretical depth, practical relevance, analytical ability and independent thought.

C (Good) The result is of a good standard with regard to theoretical depth, practical relevance, analytical ability and independent thought and lives up to expectations.

D (Satisfactory) The result is of a satisfactory standard with regard to theoretical depth, practical relevance, analytical ability and independent thought.

E (Sufficient) The result satisfies the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought, but not more.

F (Fail) The result does not meet the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought.

Some occasional examination elements of the course may have the grading scale UG (Fail/Pass).

Course evaluation

A course evaluation is conducted anonymously either digitally via the course website or via a written questionnaire handed out at the last scheduled meeting of the course or in connection with the exam. The results of the evaluation are to be communicated to students via the course committee and course website.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.