

## 1. BASIC DATA

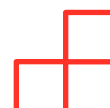
|                    |   |
|--------------------|---|
| Module             | Accounting and Finance  |
| Degree program     | Máster Universitario en Dirección de Empresas MBA   |
| School             | Facultad de Ciencias Económicas, Empresariales y de la Comunicación                                     |
| ECTS               | 9   |
| Credit type        | Mandatory   |
| Language           | English and Spanish   |
| Delivery mode      | Campus bases & online (only in Spanish)   |
| Semester           | First semester  |
| Academic course    | 2024/2025   |
| Module coordinator | Joaquín Puerta  |
| Teachers           | Joaquín Puerta, Francisco Javier Rivas Compains, Carlos Mendoza, Mario Granado Guijarro, Santiago Gómez |

## 2. PRESENTATION

The objective of this module is to enable students to understand the basic knowledge of accounting and its regulations, as well as to understand the accounting statements, the recording of transactions, the classification of the different assets and liabilities as required by accounting standards.

Another objective is to understand and apply tools such as the ABC system, budgets and the balanced scorecard, which are essential in designing a company's financial procedures and ensuring its efficiency from a financial and decision-making perspective.

On the other hand, it is intended that the student can understand the mechanisms of financing and investment decision making, developing the skills and enhancing the knowledge necessary to be able to manage the value of money, value investments, decide and value on financing, and make all decisions aimed at the ultimate goal of the company: to create value.



### 3. LEARNING RESULTS

#### Knowledges:

- KNO02. Spot economic factors that affect a company's financial performance.
- KNO04. Describe the accounting and financial basics that determine a company's financial health.
- KNO05. Recognize factors that affect a company's ethical and sustainable practices, including risks related to environmental and social impact, and efforts to minimize them.

#### Skills:

- SK04. Critically assess environmental, social, and governance risks affecting the company's future.
- SKB05. Financially evaluate how macroeconomic factors impact the company's financial performance.

#### Competencies:

- CP03. Spot, analyze, and assess opportunities and risks for businesses in a global and sectoral context across major geographic areas (Europe, USA, and Latin America).
- CP09. Design plans for different areas (marketing, communication and sales, finance, production, human resources), using coordination criteria among them and aligned with the company's overall strategy.

### 4. CONTENTS

The subject is organized into the following learning units, which, in turn, are divided into topics:

- Managing Accounting: Introduction to the Accounting "the language of the business", normative and conceptual framework of the accounting, the patrimonial elements and the financial statements, the patrimonial elements and the accounting process
- Advanced Accounting: sources of financing, commercial operations, investment operations
- Management control: Role of the CFO and auditor, Analytical Accounting, budgetary CONTROL, the balance score Card and finances
- Business diagnosis and design of sustainable financial strategies: analysis of balance sheets, equity balance and liquidity, economic analysis, Break Even and Leverage
- Valuation of investments: the valuation of investments, the internal rate of return, the estimation of the cash flows, the flow of free cash for the company and for the shareholders
- Sources of funding: the Fundamental analysis, external financing: Fixed income valuation, stock markets and valuation of shares, calculation of the theoretical value, the VAN and the



TIR for fixed and Variable income

Valuation of companies: valuation of companies, methods of valuation of companies.

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- ☐ Master class.
- ☐ Case method.
- ☐ Cooperative learning.
- ☐ Problem-based learning.
- ☐ Project-based learning.
- ☐ Learning in simulation environment

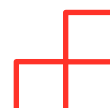
## 6. TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

### Presential modality:

| Training activity                   | Number of hours |
|-------------------------------------|-----------------|
| Master classes                      | 54              |
| Debates and colloquiums             | 12              |
| Case analysis                       | 6               |
| Troubleshooting                     | 35              |
| Oral presentations of work          | 6               |
| Preparation of reports and writings | 20              |
| Tutorials                           | 12              |
| Autonomous work                     | 35              |
| Research and projects               | 42              |
| Face-to-face assessment tests       | 2               |
| <b>TOTAL</b>                        | <b>225</b>      |

### Online modality (only in Spanish):



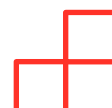
| Training activity  | Number of hours |
|--|-----------------|
| Synchronous master classes   | 31              |
| Reading content topics   | 27              |
| Debates and colloquia through virtual seminars   | 4               |
| Case analysis  | 6               |
| Troubleshooting  | 35              |
| Oral presentations of synchronous works  | 3               |
| Preparation of reports and written assignments   | 20              |
| Virtual tutoring   | 12              |
| Autonomous work  | 45              |
| Research and projects  | 15              |
| Virtual forum  | 15              |
| Group participatory activities (seminars, participation in online forums, etc.) through web conference | 10              |
| Virtual assessment tests   | 2               |
| <b>TOTAL</b>   | <b>225</b>      |

## 7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

### Presential Modality:

| Evaluation system  | Weight |
|--------------------|--------|
| Oral presentations | 20%    |



|                        |     |
|------------------------|-----|
| Case/problems          | 15% |
| Reports and writings   | 15% |
| Performance evaluation | 10% |
| Assessment test        | 40% |

**Online modality (only in Spanish):**

| Evaluation system      | Weight |
|------------------------|--------|
| Oral presentations     | 15%    |
| Case/problems          | 15%    |
| Reports and writings   | 15%    |
| Performance assessment | 5%     |
| Assessment test        | 50%    |

In the virtual campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

## 7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

For face-to-face students (presential modality), it is compulsory to attend classes as a necessary part of the continuous evaluation process and to comply with the student's right to receive advice, assistance and academic monitoring by the teacher. Failure to attend more than one third of the face-to-face classes may result in the loss of the right to take the presential knowledge test.



## 7.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

## 8. CHRONOGRAM

The chronogram with dates of delivery of evaluable activities of the course is available in each edition and group in the virtual campus.

| Activities      | Week |
|-----------------|------|
| Activity 1      | 2    |
| Activity 2      | 4    |
| Activity 3      | 8    |
| Activity 4      | 12   |
| Activity 5      | 13   |
| Activity 6      | 15   |
| Assessment test | 18   |

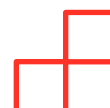
This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

## 9. BIBLIOGRAPHY

The following is a bibliography related to the topics to be covered in the units:

### Units 1&2

- Instituto de Contabilidad y Auditoría de Cuentas – ICAC (2021), *Plan General de Contabilidad. Actualizado enero 2021*. Ministerio de Asuntos Económicos y Economía Digital. Disponible en: <<https://www.icac.gob.es/publicaciones/plan-general-de-contabilidad-actualizado-ano-2021>>
- Instituto de Contabilidad y Auditoría de Cuentas – ICAC (2021), *Plan General de Contabilidad de Pequeñas y Medianas Empresas. Actualizado enero 2021*. Ministerio de Asuntos Económicos y Economía Digital. Disponible en: <<https://www.icac.gob.es/publicaciones/plan-general-decontabilidad-de-pequenas-y-medianas-empresas-actualizado-ano-2021>>



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### Unit 3

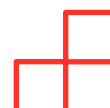
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- Borràs, F. (2013). *Descubra la Auditoría. La vida en una Big Four*. Editorial Almuzara.
- Horngren, Ch., Datar, S., y Foster, G. (2007). *Contabilidad de Costos: un enfoque gerencial*. Editorial Pearson
- Giraud, F., Zarlowski, P., Saulpic, O., Lorain, M. A., Fourcade, F., & Morales, J. (2011). *Fundamentals of management control. Techniques and principles*, édition pearson
- Gow, I. D., & Kells, S. (2018). *The Big Four: The Curious Past and Perilous Future of the Global Accounting Monopoly*. Berrett-Koehler Publishers
- Kaplan, R., y Norton, D. (1992). *The Balanced Score Card: Measures that Drive Performance*. Harvard Business Review. Recuperado de <https://hbr.org/1992/01/the-balanced-scorecard-measures-thatdrive-performance-2>  
Kaplan, R., y Norton, D. (2016). *Cómo utilizar el cuadro de mando integral para implementar y gestionar su estrategia*. Barcelona: Editorial Gestión 2000.
- Kaplan, R. S., & Norton, D. P. (1992). *The balanced scorecard: measures that drive performance*. Recovered from <https://hbr.org/1992/01/the-balanced-scorecard-measures-that-driveperformance-2>
- Mallo, C., y Merlo, J. (1995). *Control de gestión y control presupuestario*. Editorial McGraw-Hill.
- Niven, P. (2003). *El Cuadro de Mando Integral*. Barcelona: Editorial Gestión 2000.

### Unit 4

- Berstein, L. (1978). *Fundamentos de análisis financieros*. Ediciones ESIC.
- González Pascual, J. (2003). *Análisis de la empresa a través de su información económico- financiera*. Editorial Pirámide.
- Palomares, J., y Peset, M.J. (2015). *Estados Financieros: Interpretación y Análisis*. Editorial Pirámide.
- Rivero, J. (1990). *Análisis de Estados Financieros*. Trivium Editorial.

### Units 5, 6 & 7

- Berstein, L. (1978). *Fundamentos de análisis financieros*. Ediciones ESIC.
- González Pascual, J. (2003). *Análisis de la empresa a través de su información económico- financiera*. Editorial Pirámide.
- Barnay, A., y Calba, G. (1977). *Cómo valorar una empresa*. Barcelona: Biblioteca Práctica de Finanzas de la Empresa.
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- Suárez Suárez, A. S. (2005). *Decisiones óptimas de inversión y financiación en la empresa*. Madrid: Pirámide

#### Supplementary bibliography:

- Abascal, E. M., & Aguirreamalloa, X. (2012). *Finance for managers*. McGraw-Hill Education
- Douppnik, T., & Perera, H. (2011). *International accounting*. McGraw-Hill Higher Education
- Moore, T., & Taylor, G. (2019). Accounting for the university of the future [Book Review]. *Australian Universities' Review*, The, 61(1), 93.

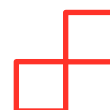
#### Recommended websites & legislation

- International Financial Reporting Standards - IFRS Standards -<https://www.ifrs.org/>
- IFRS- in Spanish: <http://www.icac.meh.es/Normativa/Documentoscontabilidad.aspx>
- USA Gaap - American Reporting Standards - <https://www.sec.gov/>
- Spanish Gaap - <http://www.icac.meh.es/Normativa/Documentoscontabilidad.aspx>

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students





1. Accompaniment and monitoring by means of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: Students with specific educational support needs:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your e-mail. Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.

