

# Syllabus

for course at first level

**Corporate Enterprise Analysis**  
**Företagsanalys**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE3428
<b>Valid from:</b>	Spring 2014
<b>Date of approval:</b>	2014-06-05
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

This syllabus was approved by the Board of Education, Stockholm Business School, Stockholm University, on 2014-06-05.

## Prerequisites and special admittance requirements

45 credits from Business Studies I and II, or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
3423	Corporate Enterprise Analysis	7.5

## Course content

Course content

The overall objective is for you as a student to be able to synthesize accounting and financial information about a firm and to be able to transform that information into an analysis of the firm, suggest strategic alternatives of action and to develop your ability to present your analysis to outside parties.

The course focuses on the following topics:

- International accounting principles and their relevance for corporate analysis
- Different theoretical perspectives on valuation
- The use of key ratios for analysing performance, financial position and cash-flow
- Construction of pro-forma income statements and statements of financial position and the use of these in different valuation models
- Models for synthesizing and presenting corporate information
- Critical assessment and reflection on information in annual reports

## Learning outcomes

After successfully completing the course, you are expected to be able to:

### Knowledge and understanding

1. Account for fundamental concepts and models for financial statement analysis
2. Explain major frameworks and standards in financial statement analysis and how these relate to international accounting principles and financial theory

### Skills and abilities

3. Analyze and interpret annual reports, financial reports and corporate governance documents
4. Synthesize accounting and financial information with the firm's strategic alternatives

### Judgement and approach

5. Critically reflect on accounting analysis and corporate valuation from both a social and scientific perspective

## Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload (model: 40 hours per week equivalent to 1,5 ECTS) is allocated as follows:

Teacher-led lectures: 22 hours

Teacher-led seminars: 9 hours

Group work: 50 hours

Individual article review: 20 hours

Self-studies: 89 hours

Assessment: 10 hours

Total workload: 200 hours equivalent to 7,5 ECTS.

The language of instruction is Swedish.

## Forms of examination

### Assessment tasks

The course contains the following weighted assessment tasks

1. Individual final examination: assesses intended learning 1 - 4; constitutes 70% of total course points.
2. Assessment task 2, seminar assignment and peer review: assesses intended learning outcomes 1 - 4; constitutes 20% of total course points.
3. Assessment task 3: assesses intended learning outcomes 3 - 5; constitutes 10% of total course points.

### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

All assessment tasks are assessed on a 100-point scale.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice:

1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

#### A (Excellent) ☐

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

#### B (Very Good) ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

#### C (Good) ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

#### D (Satisfactory) ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

#### E (Sufficient) ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)**□

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)**□

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

### **Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

### **Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

### **Required reading**

Required reading:

- Penman, (2013): Financial Statement Analysis & Security Valuation, McGraw Hill, 5th ed.
- A selection of academic articles (updated each semester, see the study guide).

Recommended reading:

- Donaldsson, Gordon, 1995, Corporate Restructuring, Managing the Change from Within, Harvard Business Press.
- Collins, Jim 2001, Good to Great, Harper Business.