

# Business economics

The subject of business economics covers entrepreneurship in a broad sense, and highlights economic, social and environmental aspects. The subject covers marketing, leadership and organisation, accounting and calculations. The subject also covers entrepreneurship, which includes methods and approaches to starting, running and further developing business activities.

## Aim of the subject

Teaching in the subject of business economics should aim at helping students develop their understanding of the role and conditions of business in society from local to global levels. This includes companies' responsibility for sustainable development.

Teaching should give students the opportunity to develop their knowledge of business theories, models and methods, as well as an understanding of the relationships between different functions in a company. Teaching should also help students develop knowledge of how to implement a business idea, and stimulate their creativity and desire to put ideas into practice. Business economics covers economic strategies which affect our lives in various ways. Teaching should thus give students the opportunity to develop an interest in economic issues, and the ability to critically examine, analyse and discuss business economic issues.

Teaching should give students the opportunity to problematise, discuss, argue and examine sources critically. Through field studies and working with authentic examples, students should be given the opportunity to develop their understanding of entrepreneurship. Students should also be given the opportunity to consolidate their theoretical knowledge through practical application.

**Teaching in the subject of business economics should give students the opportunities to develop the following:**

1. Knowledge of the role of business in social development, in the present and from an historical perspective. The ability to reflect on the responsibility of business for sustainable development and on democratic values, ethics and gender when financial decisions are made.
2. Knowledge of different types of companies, and their conditions in terms of laws and other regulations, and other conditions which affect company activities.
3. Knowledge of how to start and run companies, and how different functions in companies work together when implementing a business idea.
4. Knowledge of business economic concepts, methods, theories and models, and also the ability to use these.
5. The ability to identify and analyse business economic conditions with source critical awareness, and also to reflect on results.
6. The ability to manage processes and also transform ideas and theoretical knowledge into practical and goal oriented activities. The ability to assess work processes and results.
7. The ability to use relevant technology as a tool for communication, calculations, searching for information, presentations and documentation in business contexts.

## Courses in the subject

- Business economics 1, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course accounting 1.
- Business economics 2, 100 credits, which builds on the course business economics 1. Grades in the course cannot be included in the student's diploma together with grades in the course accounting 1.
- Business economics – specialisation, 100 credits, which builds on the course business economics 2. The course can be studied several times with different contents.
- Entrepreneurship and business, 100 credits, which builds on the course business economics 1 or the course entrepreneurship.
- Marketing, 100 credits, which builds on the course business economics 1 or the course entrepreneurship and business.
- Accounting 1, 100 credits. Grades in the course cannot be included in the student's diploma together with grades in the course business economics 1 and the course business economics 2.

- Accounting 2, 100 credits, which builds on the course business economics 2 or the course accounting 1.

## Business economics 1, FÖRFÖR01, 100 credits

### Business economics 1

The course business economics 1 covers points 1–4 and 6–7 under the heading Aim of the subject. The course covers basic knowledge in the subject.

#### Core content

*Teaching in the course should cover the following core content:*

- The role and conditions of business in society in terms of social benefits and social responsibility, in the present and from an historical perspective.
- Different types of companies and company forms. In connection with this, the course covers starting a business and the definition and importance of the business idea.
- Basic business economic concepts, models and calculations.
- Basic types of budgeting, accounting and financial statements.
- Basic marketing methods. In connection with this, the course covers the ethical responsibility of businesses and regulations governing marketing.
- Basic project methodologies in connection with simple business projects.

#### Knowledge requirements

##### Grade E

Students describe **in basic terms** the role of business in society with the help of some examples. Students discuss **in basic terms** the relationship between companies' decision-making and their societal responsibility. By means of some examples, students describe **in basic terms** conditions for companies in relation to basic laws and other regulations.

Students describe **in basic terms** different functions in a company, and also give an account **in basic terms** of how to start and run a company. In addition, students give an account **in basic terms** of the structure of a business idea, and also its importance for business operations. Students give an account **in basic terms** of the meaning of business economic concepts. Furthermore, students use **with some certainty simple** business economic models. By means of **simple** models, students explain business economic phenomena and contexts.

Students draw up **in consultation** with the supervisor a **simple** project plan in the area of business economics. Students take personal responsibility, and also carry out projects **in consultation** with the supervisor and with **satisfactory** results. In addition, students evaluate their work processes and results in **simple** assessments.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

##### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students describe **in detail** the role of business in society with the help of some examples. Students discuss **in detail** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail** conditions for companies in relation to basic laws and other regulations.

Students describe **in detail** different functions in a company, and also give an account **in detail** of how to start and run a company. In addition, students give an account **in detail** of the structure of a business idea, and also its importance for business operations. Students give an account **in detail** of the meaning of business economic concepts. Furthermore, students use **with some certainty** business economic models. By means of models, students explain business economic phenomena and contexts. **Students evaluate in simple assessments the usability of the models.**

Students draw up **after consultation** with the supervisor a project plan in the area of business economics. Students take personal responsibility, and also carry out projects **after consultation** with the supervisor, **within predetermined time frames** and with **satisfactory** results. In addition, students evaluate their work processes and results in **balanced** assessments.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### Grade A

Students describe **in detail and in a balanced way** the role of business in society with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail and in a balanced way** conditions for companies in relation to basic laws and other regulations, **and also in relation to political and socio-economic conditions.**

Students describe **in detail and in a balanced way** different functions in a company, **and how they are co-ordinated to achieve goals**, and also give an account **in detail and in a balanced way** of how to start and run a company. In addition, students give an account **in detail and in a balanced way** of the structure of a business idea, and also its importance for business operations. Students give an account **in detail and in a balanced way** of the meaning of business economic concepts. Furthermore, students **choose and use with certainty** business economic models. By means of models, students explain business economic phenomena and contexts. **Students evaluate in balanced assessments the usability of the models.**

Students draw up **after consultation** with the supervisor a **coherent** project plan in the area of business economics. Students take personal responsibility, and also carry out projects **after consultation** with the supervisor, **within predetermined time frames** and with **good** results. In addition, students evaluate their work processes and results in **balanced** assessments, **and also make proposals on how the work process can be improved.**

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Business economics 2, FÖRFÖR02, 100 credits

### Business economics 2

The course business economics 2 covers points 1–2, 4–5 and 7 under the heading Aim of the subject, with special emphasis on point 4. The course covers advanced knowledge in the subject.

#### Core content

*Teaching in the course should cover the following core content:*

- The role and conditions of business in society from an historical and international perspective. In connection with this, the course covers the social benefits and responsibility of business from the perspective of sustainable development.
- Basic laws and other regulations governing the conduct of companies in different areas.
- Definition and importance of the business idea. In connection with this, the course covers the structure and function of the business plan.
- Marketing in the form of business intelligence and different tools for creating value processes.
- Methods, theories and models used in companies' internal management and planning in the form of budgeting and costing.
- Accounting and financial statements using basic accrual accounting and basic financial analysis. In connection with this, the course covers the audit function in a business.
- Concepts, theories and models which explain how people and working groups function in organisational contexts, and how leadership functions. In connection with this, the course covers ethical issues and gender equality in working life.

#### Knowledge requirements

##### Grade E

Students describe **in basic terms** the role of business in society with the help of some examples. Students discuss **in basic terms** the relationship between companies' decision-making and their societal responsibility. By means of some examples, students describe **in basic terms** conditions for companies in relation to basic laws and other regulations.

Students describe **in basic terms** different functions in a company. Students give an account **in basic terms** of the meaning of business economic concepts. Furthermore, students use **with some certainty simple** business economic models. By means of **simple** theories and models, students explain business economic phenomena and contexts.

Students formulate **with certainty** complex business issues, gather **in consultation** with the supervisor information from different sources, and make a **simple** assessment of the credibility of the information. Students summarise information, apply **simple** reasoning, and draw **simple** conclusions. In addition, students participate in discussions on other business issues and give **simple** supporting arguments for their views.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

#### Grade C

Students describe **in detail** the role of business in society with the help of some examples. Students discuss **in detail** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail** conditions for companies in relation to basic laws and other regulations.

Students describe **in detail** different functions in a company **and how these are co-ordinated to achieve goals**. Students give an account **in detail** of the meaning of business economic concepts. Furthermore, students use **with some certainty** business economic models. By means of theories and models, students explain business economic phenomena and contexts. **Students evaluate in simple assessments the usability of the theories and models.**

Students formulate **with some certainty** business issues, gather **after consultation** with the supervisor information from different sources, and make a **well grounded** assessment of the credibility of the information. Students summarise information, apply **well grounded** reasoning, and draw **well grounded** conclusions. In addition, students participate in discussions on other business issues and give **well grounded** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

#### Grade A

Students describe **in detail and in a balanced way** the role of business in society with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail and in a balanced way** conditions for companies in relation to basic laws and other regulations, **and also in relation to political and socio-economic conditions.**

Students describe **in detail and in a balanced way** different functions in a company **and how these are co-ordinated to achieve goals**. Students give an account **in detail and in a balanced way** of the meaning of business economic concepts. Furthermore, students **choose and use with certainty** business economic models. By means of **complex** theories and models, students explain business economic phenomena and contexts. **Students evaluate in balanced assessments the usability of the theories and models.**

Students formulate **with certainty complex** business economic issues, gather **after consultation** with the supervisor information from different, **as well as more advanced** sources, and make a **well grounded and balanced** assessment of the credibility of the information. Students summarise information **in a structured way**, apply **well grounded and balanced** reasoning, and draw **well grounded and balanced** conclusions. In addition, students participate in discussions on other business issues, **discuss these from different perspectives** and give **well grounded and balanced** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Business economics – specialisation, FÖRFÖR00S, 100 credits

### Business economics – specialisation

The course business economics – specialisation, covers points 1–2, 4–5 and 7 under the heading Aim of the subject. Depending on choice of specialisation area, point 3 or 6 can also be covered by the course. The course covers advanced knowledge in the area or areas chosen.

#### Core content

*Teaching in the course should cover the following core content:*

- Coverage of one or more areas in business economics e.g. financing, calculations, internal and external accounting and international trade.
- Concepts, theories and models in the chosen area.
- Basic investigatory methodologies: formulating, planning and implementing an investigatory task in a quasi-scientific way, and also how work can be documented, evaluated and reported.

#### Knowledge requirements

##### Grade E

Students describe **in basic terms** the role of business in society with the help of some examples. Students discuss **in basic terms** the relationship between companies' decision-making and their societal responsibility. By means of some examples, students describe **in basic terms** conditions for companies in relation to basic laws and other regulations.

Students give an account **in basic terms** of the meaning of business economic concepts in the knowledge area. Furthermore, students use **with some certainty simple** business economic models. By means of **simple** theories and models, students explain business economic phenomena and contexts.

Students formulate **with certainty** complex business issues, gather **in consultation** with the supervisor information from different sources, and make a **simple** assessment of the credibility of the information. Students summarise information, apply **simple** reasoning, and draw **simple** conclusions. In addition, students participate in discussions on other business issues and give **simple** supporting arguments for their views.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

##### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** the role of business in society with the help of some examples. Students discuss **in detail** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail** conditions for companies in relation to basic laws and other regulations.

Students give an account **in detail** of the meaning of business economic concepts in the knowledge area. Furthermore, students use **with some certainty** business economic models. By means of theories and models, students explain business economic phenomena and contexts. **Students evaluate in simple assessments the usability of the theories and models.**

Students formulate **with some certainty** business issues, gather **after consultation** with the supervisor information from different sources, and make a **well grounded** assessment of the credibility of the information. Students summarise information, apply **well grounded** reasoning, and draw **well grounded** conclusions. In addition, students participate in discussions on other business issues and give **well grounded** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** the role of business in society with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' decision-making and their societal responsibility. With the help of some examples, students describe **in detail and in a balanced way** conditions for companies in relation to basic laws and other regulations, **and also in relation to political and socio-economic conditions.**

Students give an account **in detail and in a balanced way** of the meaning of business economic concepts in the knowledge area. Furthermore, students **choose and use with certainty** business economic models. By means of **complex** theories and models, students explain business economic phenomena and contexts. **Students evaluate in balanced assessments the usability of the theories and models.**

Students formulate **with certainty complex** business issues, gather **after consultation** with the supervisor information from different, **as well as more advanced** sources, and make a **well grounded and balanced** assessment of the credibility of the information. Students summarise information **in a structured way**, apply **well grounded and balanced** reasoning, and draw **well grounded and balanced** conclusions. In addition, students participate in discussions on other business issues, **discuss these from different perspectives** and give **well grounded and balanced** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Entrepreneurship and business, FÖRENT0, 100 credits

# Entrepreneurship and business

The course entrepreneurship and business, covers points 2–4 and 6 under the heading Aim of the subject, with special emphasis on the ability to start, run, wind up and evaluate a fictitious company.

## Core content

*Teaching in the course should cover the following core content:*

- Some important laws and other regulations governing business activities. In connection with this, the course covers how products and ideas are protected through legislation.
- The process from idea to starting a business. In connection with this, the course covers how to identify, create and cooperate in different types of networks. Definition and importance of the business idea.
- Different stages and contents of product development processes.
- Contents and structure of business plans. In connection with this, the use of basic methods for carrying out market surveys, business intelligence and external monitoring. Funding issues.
- Business presentations for marketing purposes adapted to recipient and situation.
- Sales techniques and argumentation.
- Methods of business economics in the areas of calculation, marketing and accounting.
- Meeting techniques in different contexts and for different purposes, and also documentation. In connection with this, the course covers different methods of solving problems and making decisions.
- Leadership and organisation. In connection with this, the course covers conflict management.
- Evaluation of a fictitious company's business with monitoring of financial performance. In connection with this, evaluation of group and individual work processes are covered.

## Knowledge requirements

### Grade E

Students give an account **in basic terms** of simpler agreements, laws and other regulations governing business activities, and also **in basic terms** how ideas and products are protected through legislation. In addition, students give an account **in basic terms** of the factors to be considered when starting a company.

Students draw up **in consultation** with the supervisor a **simple** business plan. In addition, students present **with some certainty** their company for marketing purposes and adapt their presentation to recipient and situation.

Students take responsibility for and carry out **in consultation** with the supervisor work in a **satisfactory** way in accordance with business plans. In their work, students follow **with some certainty** routines for company administration, documentation, communication and cooperation. In addition, students identify and solve **in consultation** with the supervisor problems that occur. Students apply **simple** reasoning about how the group process functions, the importance of leadership in terms of group work processes, and how conflicts can be resolved. Furthermore, students give an account **in basic terms** of the importance networks have in different companies.

Students evaluate in **simple** assessments company activities, and also carry out financial follow-up. In addition, students evaluate in **simple** assessments the group's or their own work processes.

Students use **with some certainty** business concepts and methods relevant to the company's working area.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students give an account **in detail** of simpler agreements, laws and other regulations governing business activities, and also **in detail** how ideas and products are protected through legislation. In addition, students give an account **in detail** of the factors to be considered when starting a company.

Students draw up **after consultation** with the supervisor a **simple** business plan. In addition, students present **with some certainty** their company for marketing purposes and adapt their presentation to recipient and situation. **Students use with some certainty sales techniques and arguments which are adapted to the product, recipient and situation.**

Students take responsibility for and carry out **after consultation** with the supervisor work in a **satisfactory** way in accordance with business plans. In their work, students follow **with some certainty** routines for company administration, documentation, communication and cooperation. In addition, students identify and solve **after consultation** with the supervisor problems that occur. Students apply **well grounded** reasoning about how group processes function, the importance of leadership in terms of group work processes, and how conflicts can be resolved. Furthermore, **students identify networks for companies, and also** give an account **in detail** of the importance networks have within different companies.

Students evaluate in **balanced** assessments company activities, and also carry out financial follow-up. In addition, students evaluate in **balanced** assessments the group's or their own work processes.

Students use **with some certainty** business economic concepts and methods relevant to the company's working area.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### Grade A

Students give an account **in detail** of simpler agreements, laws and other regulations governing business activities, and also **in detail** how ideas and products are protected through legislation. Students also give an account **in detail and in a balanced way** of the factors to be considered when starting a company.

Students draw up **after consultation** with the supervisor a **coherent** business plan, **and also review the plan where necessary during the course of the work.** In addition, students present **with certainty** their company for marketing purposes, and adapt their presentation to purpose, recipient and situation. **Students also use with certainty sales techniques and arguments which are adapted to the product, recipient and situation.**

Students take responsibility for and carry out **after consultation** with the supervisor work in a **good** way in accordance with business plans. In their work, students follow **with certainty** routines for company administration, documentation, communication and cooperation. In addition, students identify and solve **after consultation** with the supervisor problems that occur. Students apply **well grounded and balanced** reasoning about how group processes function, the importance of leadership in terms of group work processes, and how conflicts can be resolved. Furthermore, students **identify networks for companies, create and cooperate in these, and also** give an account **in detail** of the importance networks have in different companies.

Students evaluate in **balanced** assessments company activities, **make proposals on how the business can be improved,** and also carry out financial follow-up. In addition, students evaluate in **balanced**

assessments the group's or their own work processes, **and also make proposals on how the work process can be improved.**

Students use **with certainty** business concepts and methods relevant to the company's working area.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Marketing, FÖRMAD0, 100 credits

### Marketing

The course marketing, covers points 1–2, 4–5 and 7 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

#### Core content

*Teaching in the course should cover the following core content:*

- Laws and other regulations governing marketing. In connection with this, the course covers ethics and sustainable development in marketing.
- Theories and trends in marketing.
- Market research and business intelligence. In connection with this, the course covers methods and tools for analysing market information.
- Marketing strategies and content and functions of the marketing plan.
- Marketing goods and services. In connection with this, the course covers the importance of lasting relations with customers, suppliers, employees and other stakeholders in a company's business development.
- Internal and external marketing communication.
- International marketing.

#### Knowledge requirements

##### Grade E

Students describe **in basic terms** the marketing function in companies with the help of some examples. Students discuss **in basic terms** the relationship between companies' marketing and their societal responsibility. With the help of some examples, students describe **in basic terms** the conditions for companies' marketing in relation to basic laws and other regulations.

Students give an account **in basic terms** of the meaning of concepts in marketing. Furthermore, students use **with some certainty simple** methods and techniques of marketing. By means of **simple** theories and models, students explain business economic phenomena and contexts linked to marketing.

Students formulate **with some certainty simple** issues in marketing, gather **in consultation** with the supervisor information from different sources, and make a **simple** assessment of the credibility of the information. Students summarise information, apply **simple** reasoning, and draw **simple** conclusions. In addition, students participate in discussions on other issues in marketing and give **simple** supporting arguments for their views.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

#### **Grade C**

Students describe **in detail** the marketing function in companies with the help of some examples. Students discuss **in detail** the relationship between companies' marketing and their societal responsibility. With the help of some examples, students describe **in detail** the conditions for companies' marketing in relation to basic laws and other regulations.

Students give an account **in detail** of the meaning of concepts in marketing. Furthermore, students use **with some certainty** the methods and techniques of marketing. By means of theories and models, students explain business economic phenomena and contexts linked to marketing. **Students evaluate in simple assessments the usability of the theories and models.**

Students formulate **with some certainty** issues in marketing, gather **after consultation** with the supervisor information from different sources, and make a **well grounded** assessment of the credibility of the information. Students summarise information, apply **well grounded** reasoning, and draw **well grounded** conclusions. In addition, students participate in discussions on other issues in marketing and give **well grounded** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

#### **Grade A**

Students describe **in detail and in a balanced way** the marketing function in companies with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' marketing and their societal responsibility. With the help of some examples, students describe **in detail and in a balanced way** the conditions for companies' marketing in relation to basic laws and other regulations, **and also in relation to political and socio-economic conditions.**

Students give an account **in detail and in a balanced way** of the meaning of concepts in marketing. Furthermore, students **choose and** use **with certainty** the methods and techniques of marketing. By means of **complex** theories and models, students explain business economic phenomena and contexts linked to marketing. **Students evaluate in balanced assessments the usability of the theories and models.**

Students formulate **with certainty complex** issues in marketing, gather **after consultation** with the supervisor information from different, **as well as more advanced** sources, and make a **well grounded and balanced** assessment of the credibility of the information. Students summarise information **in a structured way**, apply **well grounded and balanced** reasoning, and draw **well grounded and balanced** conclusions. In addition, students participate in discussions on other issues in marketing, **discuss these from different perspectives** and give **well grounded and balanced** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Accounting 1, FÖRRED01, 100 credits

### Accounting 1

The course accounting 1, covers points 2, 4–5 and 7 under the heading Aim of the subject, with special emphasis on point 4. The course covers basic knowledge in the subject.

#### Core content

*Teaching in the course should cover the following core content:*

Different types of companies and company forms.  
Basic laws and other regulations regulating business accounting.  
Basic business economic concepts with particular focus on accounting.  
Aim, content and format of budgeting.  
Common business transactions with supporting verifications and registration of transactions using a chart of accounts and suitable technology.  
Financial statements using basic accrual accounting and basic financial analysis. In connection with this, the course covers the audit function in a business.  
Financial reports and forms, e.g. the company's annual financial statements and VAT returns.  
Computerised accounting systems. In connection with this, the course covers security and control issues associated with data processing.

#### Knowledge requirements

##### Grade E

Students describe **in basic terms** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in basic terms** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in basic terms** of basic laws and other regulations which affect the drawing up of company accounts.

Students give an account **in basic terms** of the meaning of concepts in accounting. Furthermore, students use **with some certainty simple** accounting methods.

Students formulate **with some certainty simple** issues in accounting, gather **in consultation** with the supervisor information from different sources, and make a **simple** assessment of the credibility of the information. Students summarise information, apply **simple** reasoning, and draw **simple** conclusions. In addition, students participate in discussions on other issues in accounting and give **simple** supporting arguments for their views.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in detail** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in detail** of basic laws and other regulations which affect the drawing up of company accounts.

Students give an account **in detail** of the meaning of concepts in accounting. Furthermore, students use **with some certainty** accounting methods.

Students formulate **with some certainty** issues in accounting, gather **after consultation** with the supervisor information from different sources, and make a **well grounded** assessment of the credibility of the information. Students summarise information, apply **well grounded** reasoning, and draw **well grounded** conclusions. In addition, students participate in discussions on other issues in accounting, and give **well grounded** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in detail and in a balanced way** of basic laws and other regulations which affect the drawing up of company accounts. **In their reports, students reflect over the aims and effects of laws and regulations.**

Students give an account **in detail and in a balanced way** of the meaning of concepts in accounting. Furthermore, students **choose and** use **with certainty** accounting methods.

Students formulate **with certainty complex** issues in accounting, gather **after consultation** with the supervisor information from different, **as well as more advanced** sources, and make a **well grounded and balanced** assessment of the credibility of the information. Students summarise information **in a structured way**, apply **well grounded and balanced** reasoning, and draw **well grounded and balanced** conclusions. In addition, students participate in discussions on other issues in accounting, **discuss these from different perspectives**, and give **well grounded and balanced** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Accounting 2, FÖRRED02, 100 credits

# Accounting 2

The course accounting 2 covers points 2, 4–5 and 7 under the heading Aim of the subject, with special emphasis on point 4. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

Accounting principles and laws, standards and practices basic to accounting.  
Registering different kinds of business transactions using a chart of accounts.  
Valuing assets and liabilities.  
Different types of accrual accounting, and income adjustments through balance sheet allocations.  
Financial statements, taxation and auditing in various business forms, and financial analysis.  
Content and function of annual reports.  
Identifying and analysing accounting problems. Methods for structuring and solving accounting problems.  
Computerised accounting systems. In connection with this, the course covers security and control issues associated with data processing.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in basic terms** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in basic terms** of laws, norms and praxis affecting business accounting.

Students give an account **in basic terms** of the meaning of concepts in accounting, auditing and taxation. Students use **with some certainty simple** accounting methods. In addition, students carry out **simple** financial analyses, and also discuss **in basic terms** the results. By means of **simple** theories and models, students explain business economic phenomena and contexts linked to accounting, auditing and taxation.

Students formulate **with some certainty simple** issues in accounting, auditing and taxation, gather **in consultation** with the supervisor information from different sources, and make a **simple** assessment of the credibility of the information. Students summarise information, apply **simple** reasoning, and draw **simple** conclusions. In addition, students participate in discussions on other issues in accounting, auditing and taxation, and give **simple** supporting arguments for their views.

Students use **in consultation** with the supervisor relevant techniques for communications, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

#### Grade C

Students describe **in detail** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in detail** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in detail** of laws, norms and praxis affecting business accounting.

Students give an account **in detail** of the meaning of concepts in accounting, auditing and taxation. Students use **with some certainty** accounting methods. In addition, students carry out analyses of financial statements, and discuss **in detail** the results. By means of theories and models, students explain business economic phenomena and contexts linked to accounting, auditing and taxation. **Students evaluate in simple assessments the usability of the theories and models.**

Students formulate **with some certainty** issues in accounting, auditing and taxation, gather **after consultation** with the supervisor information from different sources, and make a **well grounded** assessment of the credibility of the information. Students summarise information, apply **well grounded** reasoning, and draw **well grounded** conclusions. In addition, students participate in discussions on other issues in accounting, auditing and taxation, and give **well grounded** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

#### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

#### **Grade A**

Students describe **in detail and in a balanced way** the functions of accounting and auditing in a company with the help of some examples. Students discuss **in detail and in a balanced way** the relationship between companies' accounting and their societal responsibility. In addition, students give an account **in detail and in a balanced way** of laws, norms and praxis affecting company accounts. **In their reports, students reflect over the aims and effects of laws and regulations.**

Students give an account **in detail and in a balanced way** of the meaning of concepts in accounting, auditing and taxation. Students **choose and use with certainty** accounting methods. In addition, students carry out **complex** financial analyses, and also discuss **in detail and in a balanced way** the results. By means of **complex** theories and models, students explain business economic phenomena and contexts linked to accounting, auditing and taxation. **Students evaluate in balanced assessments the usability of the theories and models.**

Students formulate **with certainty complex** issues in accounting, auditing and taxation, gather **after consultation** with the supervisor information from different, **as well as more advanced** sources, and make a **well grounded and balanced** assessment of the credibility of the information. Students summarise information **in a structured way**, apply **well grounded and balanced** reasoning, and draw **well grounded and balanced** conclusions. In addition, students participate in discussions on other issues in accounting, auditing and taxation, **discuss these from different perspectives** and give **well grounded and balanced** supporting arguments for their views.

Students use **after consultation** with the supervisor relevant techniques for communication, calculations, information searching, presentations and documentation.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.