



**Teaching Guide**

| Identifying Data           |   |               |                          |                | 2022/23 |
|----------------------------|---|---------------|--------------------------|----------------|---------|
| <b>Subject (*)</b>         | Emprendemento e Autoemprego   | <b>Code</b>   | 610441007s               |                |         |
| <b>Study programme</b>     | Máster Universitario en Biología Molecular, Celular e Xenética (semipresencial)   |               |                          |                |         |
| Descriptors                |   |               |                          |                |         |
| <b>Cycle</b>               | <b>Period</b>   | <b>Year</b>   | <b>Type</b>              | <b>Credits</b> |         |
| Official Master's Degree   | 2nd four-month period   | First         | Obligatory               | 3              |         |
| <b>Language</b>            | Spanish   |               |                          |                |         |
| <b>Teaching method</b>     | Hybrid  |               |                          |                |         |
| <b>Prerequisites</b>       |   |               |                          |                |         |
| <b>Department</b>          | Empresa   |               |                          |                |         |
| <b>Coordinador</b>         | Teijeiro Álvarez, Mercedes  | <b>E-mail</b> | mercedes.teijeiro@udc.es |                |         |
| <b>Lecturers</b>           | Teijeiro Álvarez, Mercedes  | <b>E-mail</b> | mercedes.teijeiro@udc.es |                |         |
| <b>Web</b>                 |   |               |                          |                |         |
| <b>General description</b> | <p>In increasingly globalized and competitive environments, the figure of the entrepreneur acquires a leading role in the economic and social context of a community, especially the creation of high added value companies based on development of scientific and technological advances in strategic sectors such as dynamic element of growth. This subject is part of the Master's Degree in Molecular, Cellular and Genetic Biology. The main contributions of the subject are: understanding the importance of entrepreneurial culture, learning how to start a business and analyzing the context, as well as evaluating the opportunities and risks of entrepreneurial actions.</p> |               |                          |                |         |

**Study programme competences / results**

| Code | Study programme competences / results   |
|------|---|
| A3   | Skills of understanding the functioning of cells through the structural organization, biochemistry, gene expression and genetic variability.  |
| A13  | Skills to become a professional in health, pharmacy, veterinary, animal production, biotechnology or food sectors.  |
| B7   | Personal progress skills : that are able to learn from freelance way, adapting to new situations, developing necessary qualities as the creativity, skills of leadership, motivation for the excellence and the quality.  |
| B8   | Critical reasoning skills and ethical commitment with the society: sensitivity in front of bioethical problems and to the ones related to the natural resource conservation   |
| B9   | Skills of preparation, show and defense of a work.  |
| B11  | That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study  |
| B12  | That students are able to integrate knowledge and face the complexity of formulating judgments based on information, which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments |
| B13  | That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way  |
| C5   | Understanding the importance of entrepreneurial culture and the useful means for enterprising people.   |
| C8   | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.  |
| C9   | Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.   |

**Learning outcomes**

| Learning outcomes | Study programme competences / results |
|-------------------|---------------------------------------|
|                   |                                       |



|  |             |  |            |
|--|-------------|--|------------|
| To know the possibility of applying the knowledge acquired for professional insertion with innovation criteria | AR3<br>AR13 | BR7<br>BC2<br>BC3                      | CC5<br>CC8 |
| To know and apply the basic methodology to develop a business plan   | AR3<br>AR13 | BR7<br>BR8<br>BR9<br>BC2<br>BC3<br>BC4 | CC5<br>CC9 |
| To know in a basic way the management of processes in companies  | AR3<br>AR13 | BR7<br>BR8<br>BC2<br>BC3<br>BC4        | CC9        |

| Contents   |  |
|--|--|
| Topic  | Sub-topic  |
| Innovation, entrepreneurship and self-employment     | Basic concepts of entrepreneurship and self-employment.<br>Importance of biotechnology entrepreneurship in the social and economic progress of a society.<br>Situation of the EU and Spain. European paradox.<br>Types of entrepreneurship according to the purpose and level of innovation. |
| Entrepreneurship methodology and business plans      | Life cycle of a biotech company<br>Stages of biotech entrepreneurship.<br>Components of a business model   |
| Companies in the bio-health and biotechnology sector | Specific features<br>Success stories   |

| Planning                       |                                   |                                      |                               |             |
|--------------------------------|-----------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results            | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Document analysis              | A3 A13 B7 B8 B11<br>B12 B13 C5 C8 | 0                                    | 3                             | 3           |
| Supervised projects            | A3 A13 B7 B8 B9 B11<br>B12 B13 C9 | 3                                    | 27                            | 30          |
| Objective test                 | B11 B12                           | 2                                    | 8                             | 10          |
| Seminar                        | A13 B8 B11 B12 B13<br>C5 C8       | 3                                    | 0                             | 3           |
| Guest lecture / keynote speech | A3 A13 B8 B11 B12<br>B13 C5 C8 C9 | 12                                   | 12                            | 24          |
| Personalized attention         |                                   | 5                                    | 0                             | 5           |

(\* )The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies     |   |
|-------------------|---|
| Methodologies     | Description   |
| Document analysis | Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical). |



|                                |  |
|--------------------------------|--|
| Supervised projects            | Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.   |
| Objective test                 | Written learning progress test, characterised by pre-determined answers. Well-designed tests offer objectively quantifiable results in relation to student knowledge, capacities, skills, performance, aptitudes, attitude, intelligence, etc. Used for diagnostic, formative and summative assessment. May consist of all or any of the following types of questions: multiple choice, ordering and sequencing, short answer, binary, completion, multiple matching.  |
| Seminar                        | Group work technique aimed at in-depth exploration of given topic, consisting of group discussion, individual engagement, preparation of texts and collective conclusions.   |
| Guest lecture / keynote speech | Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.) |

### Personalized attention

| Methodologies       | Description   |
|---------------------|---|
| Supervised projects | All doubts raised in the tutorial hours will be addressed via Teams |

### Assessment

| Methodologies       | Competencies / Results            | Description   | Qualification |
|---------------------|-----------------------------------|---|---------------|
| Supervised projects | A3 A13 B7 B8 B9 B11<br>B12 B13 C9 | Realization and presentation of a business plan where all the contents covered in the module are reflected.                 | 70            |
| Objective test      | B11 B12                           | It will consist of multiple choice multiple choice questions about the contents of the topics covered in the master classes | 30            |

### Assessment comments

|  |
|--|
| <p>1. Assessment conditions: Teams/Moodle</p> <p>2. Identification of the student: students must prove their personality in accordance with current regulations.</p> <p>B) TYPES OF RATING:</p> <p>1. No-show grade: when students only participate in assessment activities that have a weighting of less than 20% on the final grade, regardless of the grade achieved.</p> <p>2. Students with recognition of part-time dedication and academic waiver of attendance exemption: Except for the dates approved in the Faculty Board for the final objective test, for the remaining tests a specific calendar of compatible dates will be agreed at the beginning of the course with your dedication. The evaluation will follow the same criteria as full-time students.</p> <p>1. First opportunity: the evaluation criteria previously indicated in this section will be applied.</p> <p>2. Second Chance: The evaluation criteria are the same for all evaluation opportunities.</p> <p>3. Early call: in the early call it is possible to recover the points of the continuous evaluation by means of additional questions to the final objective test.</p> |
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### Sources of information

|               |  |
|---------------|--|
| Basic         | <ul style="list-style-type: none"> <li>- Alexandre Osterwalder &amp; Yves Pigneur (2012). Generación de modelos de negocio. Deusto</li> <li>- Tomaso Canonici y Antonio Núñez (2019). El líder ante la innovación . Opinio and Parangon Partners</li> <li>- César Ullastres (2012). Diez casos de éxito de empresas biotecnológicas en España. Genoma</li> <li>- Xavier Vence Deza y David Rodeiro Pazos (2014). Innovación y emprendimiento con base en las ciencias. Universidade de Santiago de Compostela</li> </ul> |
| Complementary |  |



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

## Other comments

1. A entrega dos traballos documentais que se realicen nesta materia:a. Solicitarase en formato virtual e/ou soporte informático&nbsp;b. Realizarase a través de Moodle, en formato dixital sen necesidade de imprimilos&nbsp;&nbsp;2. Débese ter en conta a importancia dos principios éticos relacionados cos valores de sustentabilidade nos comportamentos persoais e profesionais.3. Traballarase para identificar e modificar prexuízos e actitudes sexistas e influirase na contorna para modificalos e fomentar valores de respecto e igualdade.4. Facilitarase a plena integración do alumnado que por razóns físicas, sensoriais, psíquicas ou socioculturais, experimenten dificultades a un acceso adecuado, igualitario e proveitoso á vida universitaria.

(\*)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.