



Teaching Guide				
Identifying Data				2022/23
Subject (*)	Workshop 1: Fashion Business Plan	Code	710G03032	
Study programme	Grao en Xestión Industrial da Moda			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Optional	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Monje Amor, Ariadna	E-mail	ariadna.monje@udc.es	
Lecturers	Monje Amor, Ariadna Pérez Seijo, Jorge	E-mail	ariadna.monje@udc.es jorge.perez.seijo@udc.es	
Web	humanidades.udc.es/estudos/gim			
General description	<p>The students taking this course will get skilled in devising business plans on the fashion sector. They will have to manage some knowledge on strategic and financial planning to analyse the environment, set Mision, vision and values, assess internal skills and resources as well as to make operational and financial decisions.</p> <p>It is a practise-oriented course implementing a dynamic teaching methodology based on workshops and case studying. Students will be required to come up with a business plan including its feasibility and profitability. The outputs of students' work will be a written report and a presentation. These outputs will result in the final grade.</p>			

Study programme competences	
Code	Study programme competences
A1	To acquire basic knowledge of the management of a textile/fashion firm at a strategic, operational and functional level
A2	To know the aspects of the environment that shape the evolution of the fashion industry and its firms, with particular focus on the impact of economic and legal trends
A3	To develop competencies for interpersonal relations and interaction with external and internal stakeholders (customers, suppliers, media, partners?)
A8	To be able to design and implement efficient marketing strategies from knowledge of the social environment, with a focus on communication and distribution: messages, media, channels, customer relationships, etc?
A9	To master the logistics process of a fashion firm from a global perspective, from procurement to manufacturing and transportation, with a special focus on the typical textile industry processes: selection of materials and fabrics, patternmaking, manufacturing, etc. ?
A10	To acquire the economic-financial fundamentals needed to assess the status of a fashion firm and to adequately manage it from a triple perspective of liquidity, solvency and profitability
A11	To acquire an international perspective of the fashion industry, and to master internationalization planning and management tools
A14	To acquire a clear perspective of the role of people in organizations, and to know the human resource management tools needed to achieve maximum commitment and performance
B1	That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study
B2	That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study
B3	That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm
B4	That students may convey information, ideas, problems and solution to the public, both specialized and not
B5	That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy
B6	Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings
B7	Capacity to analyse trends (critical thinking)
B8	Capacity to plan, organize and manage resources and operations



B9	Capacity to analyse, diagnose and take decisions
C1	Adequate oral and written expression in the official languages.
C3	Using ICT in working contexts and lifelong learning.
C4	Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C7	Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.
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		
To analyse the general and sectorial environment	A1	B1	C7
	A2	B2	C9
	A3	B5	
	A11	B9	
To assess internal skill and resources when coming up with a business idea	A14	B1	C7
		B2	C9
		B5	
		B8	
To devise a strategy including operational and financial decisions (marketing, production, logistics, HR, CAPEX, funding and so on)	A8	B3	C3
	A9	B4	C4
	A10		C5
To assess the financial feasibility and profitability of a business plan	A10	B3	C3
		B6	C5
		B7	C9
To devise a business plan on the Fashion sector including ESG matters	A1		C1
	A2		C8
			C9

Contents	
Topic	Sub-topic
What is a Business Plan?	When do you need a business plan? Why to devise a business plan
Content of a Business Plan	Executive summary Elevator pitch Company description: mission, vision, values Market research and potential: internal and external analysis Competitor analysis Product/service description Business strategy: marketing, operations, and HR Financial plan: forecasts, feasibility, and sensitivity analysis

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours



Oral presentation	A3 B3 B8 C1 C3 C4 C5 C9	2	6	8
Supervised projects	A1 A2 A3 A8 A9 A10 A11 A14 B1 B2 B3 B4 B5 B6 B7 B8 B9 C1 C3 C4 C5 C7 C8 C9	20	42	62
Guest lecture / keynote speech	A1 A2 A3 A8	5	0	5
Workshop	A1 A2 A3 A8 A9 A10 A11 B4 B6 B7 B8 B9 C3 C8 C9	13	60	73
Personalized attention		2	0	2

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

**Methodologies**

Methodologies	Description
Oral presentation	Students will be required to make an oral presentation over the business plan on the Fashion sector they will devise over the term at the end of the course.
Supervised projects	Students will be required to conduct a project including a business plan on the Fashion sector.
Guest lecture / keynote speech	Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students to transmit knowledge and facilitate learning.
Workshop	A workshop will be carried out in order to enable students to conduct their projects in an interactive way.

**Personalized attention**

Methodologies	Description
Supervised projects Workshop Oral presentation	We will use personal and small group tutorials to give specific support to the students. We will focus on theoretical or/and practical issues related to workshop sessions or project conducting which might require further explanations. They are implemented online and in-person.

**Assessment**

Methodologies	Competencies	Description	Qualification
Supervised projects	A1 A2 A3 A8 A9 A10 A11 A14 B1 B2 B3 B4 B5 B6 B7 B8 B9 C1 C3 C4 C5 C7 C8 C9	At the end of the course, students will be required to submit a written report including its business plan.	40
Workshop	A1 A2 A3 A8 A9 A10 A11 B4 B6 B7 B8 B9 C3 C8 C9	Personal and team work and personal engagement in workshops will be also taken into account to grade students.	10
Oral presentation	A3 B3 B8 C1 C3 C4 C5 C9	At the end of the course, students will be required to make a presentation on their business plans.	50

**Assessment comments**



A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is forbidden to access the exam room with any device that allows communication with the outside and/or storage of information.

2. Identification of the student: The student must prove his/her identity in accordance with the current regulations.

B) TYPES OF QUALIFICATION:

1. No-show grade: Corresponds to the student, when he/she only participates in evaluation activities that have a weighting of less than 20% on the final grade, regardless of the grade achieved.

2. Students with recognition of part-time dedication and academic dispensation of exemption from attendance: students with recognition of part-time dedication will be evaluated following the conditions expressed below for the early-call opportunity.

C) EVALUATION OPPORTUNITIES:

1. First opportunity: the evaluation criteria previously indicated in this section will be applied.

2. Second opportunity: the evaluation criteria previously indicated in this section will be applied.

3. Early-call opportunity: There are specific conditions for the early call opportunity (art. 19 Normas de Avaliación, Revisión e Reclamacións das Cualificacións dos Estudos de Grao e Mestrado Universitario). In this case, evaluation is carried out by a specific mixed exam, comprehensive of all contents and skills of the subject. This exam accounts for 100% of final mark.

D) OTHER EVALUATION OBSERVATIONS:

Fraudulent behaviour in any of the methodologies subject to assessment will result in the grade of "Fail (0)" in the final assessment.

Attendance

to all workshop sessions is compulsory. Attendance to a minimum of 90% of teaching hours is required. This requisite is a necessary condition to pass the course.

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## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Abrams, R. (2003). The Successful Business Plan. Secrets and Strategies. The Planning shop</li> <li>- Comunidad de Madrid (). Business Plan. <a href="http://www.madrid.org/cs/StaticFiles/Emprendedores/Analisis_Riesgos/pages/pdf/metodologia/1Plandeemp">http://www.madrid.org/cs/StaticFiles/Emprendedores/Analisis_Riesgos/pages/pdf/metodologia/1Plandeemp</a></li> <li>- Dupouy, L.T. (2018). Cómo desarrollar planes estratégicos de negocios: el proceso es más importante que el resultado final. <a href="https://www.harvard-deusto.com/como-desarrollar-planes-estrategicos-de-negocios-el-proceso-es-mas-im">https://www.harvard-deusto.com/como-desarrollar-planes-estrategicos-de-negocios-el-proceso-es-mas-im</a></li> <li>- Pinson, L. (2008). Anatomy of Business Plan. The step-by-step Guide to Building your Business and Securing your Company's future. Out of your mind... and into Marketplace TM</li> <li>- Wahbe, A. (2019). How to write a business plan: Free template, tips, and examples. <a href="https://quickbooks.intuit.com/r/business-planning/business-plan-template/">https://quickbooks.intuit.com/r/business-planning/business-plan-template/</a></li> </ul>
<b>Complementary</b>	

## 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. The delivery of the documentary works that are made in this subject: a) It will be requested in virtual format and/or computer support b) It will realise through Moodle, in digital format without needing to print them

2. The importance of the ethical principles related to the values of sustainability in the personal and professional behaviours must be taken into account.

3. Work will be done to identify and modify prejudices and sexist attitudes and the environment will be influenced in order to modify them and promote values of respect and equality.

4. The full integration of students who for physical, sensory, psychic or sociocultural reasons experience difficulties to an adequate, egalitarian and profitable access to university life, will be facilitated.

5. Attention to diversity: The course may be adapted to students who require the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or mental health-related). If this is the case, they should contact the services available at the UDC/at the centre: within the official deadlines stipulated prior to each academic term, with the Diversity Attention Unit (<https://www.udc.es/cufie/ADI/apoioalumnado/>); failing that, with the ADI tutor of the Faculty of Humanities.

6. Additional remarks: Using electronic devices (laptops, tablets, mobile phones and so on) will be permitted only for academic purposes.

(\*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.