



Teaching Guide

Identifying Data					2023/24
Subject (*)	Business and Entrepreneurship		Code	616G02046	
Study programme	Grao en Creación Dixital, Animación e Videoxogos				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Fourth	Obligatory	6	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Empresa				
Coordinador	Calvo Babío, Nuria Begoña	E-mail	nuria.calvob@udc.es		
Lecturers	Calvo Babío, Nuria Begoña Gago Cortés, María Carmen	E-mail	nuria.calvob@udc.es m.gago@udc.es		
Web					
General description	Business creation is one of the most important activities in the economic development of a territory. The companies with the greatest growth potential are usually those created by people with a higher level of education and the ability to identify opportunities and manage a business project efficiently . The objective of this course is to offer a complete vision of the environment and entrepreneurial process in order to provide students with useful knowledge and tools to develop their own projects.				

Study programme competences

Code	Study programme competences
A1	CE1 - Conocer y saber aplicar los aspectos teóricos y prácticos de todas las cuestiones jurídicas relacionadas con los videojuegos y los productos de animación.
A18	CE18 - Conocer las herramientas necesarias para captar información del mercado y conocer a los consumidores.
A32	CE32 - Ser capaz de analizar problemas y tomar decisiones en entornos empresariales y de comercialización.
A33	CE33 - Manejar los conceptos y técnicas empleados en las diferentes áreas funcionales de una empresa de nueva creación y entender las relaciones que existen entre los objetivos y las políticas empresariales.
B1	CB1 - Que os estudantes demostrasen posuir e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeral, e se atope a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vanguardia do seu campo de estudo
B2	CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
B3	CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
B4	CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
B5	CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
B6	CG1 - Capacidad de organización y planificación. Especialmente en el planteamiento de trabajos conducentes a la creación de los contenidos audiovisuales digitales que componen una producción de animación o un videojuego.
B9	CG4 - Conocer los procedimientos, destrezas y metodologías necesarios para la adaptación del proceso creativo al medio digital y la producción de obras artísticas a través de tecnologías específicas.
B11	CG6 - Capacidad crítica y autocrítica. Necesaria en todo proceso creativo en el que se busca un compromiso con la calidad del trabajo, los resultados y las soluciones propuestas.
B12	CG7 - Trabajo en equipo. Capacidad de abordar proyectos en colaboración con otros estudiantes, asumiendo roles y cumpliendo compromisos de cara al grupo.
B13	CG8 - Capacidad de aplicar los conocimientos en la práctica, integrando las diferentes partes del programa, relacionándolas y agrupándolas en el desarrollo de productos complejos.



B14	CG9 - Capacidad de diseño y gestión de proyectos, resolviendo los aspectos narrativos, técnicos y de gestión del proyecto de animación o videojuego.
C1	CT1 - Adequate oral and written expression in the official languages.
C3	CT3 - Using ICT in working contexts and lifelong learning.
C4	CT4 - Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	CT6 - Acquiring skills for healthy lifestyles, and healthy habits and routines.
C7	CT7 - 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	CT8 - Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
C9	CT9 - 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		
At the end of the term, students should be able to identify the main elements of the entrepreneurial environment, the phases of the entrepreneurial process and the sections that are part of the business plan of a new company.	A1 A18 A32 A33	B1 B2 B3 B4 B5 B6 B9 B11 B12 B13 B14	C1 C3 C4 C5 C6 C7 C8 C9
In their learning process, students will use tools for opportunity detection, strategic formulation and project planning.	A18 A32 A33	B2 B3 B6 B9 B11	C3 C7

Contents

Topic	Sub-topic
1. Entrepreneurial environment	1.1. Formal and informal institutions 1.2. Entrepreneurship in Spain
2. The Entrepreneurial process	2.1. Phases of the process 2.2. Sequence of activities
3. The business project	3.1. Strategic analysis 3.2. Strategic logic 3.3. The business plan

Planning



Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A1 A32 A33 B2 B3 B4 B6 B12 B13 B14 C1 C3 C4 C5 C6 C7	20	66	86
Mixed objective/subjective test	B5 C9	3	0	3
Aprendizaxe servizo	C5 C6 C7 C8	4	4	8
Guest lecture / keynote speech	A1 A18 B1 B5 B9 B11 C8	17	34	51
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
Case study	<p>The teacher will present the analysis of different real companies framing each of them in the appropriate sections of the course contents.</p> <p>Following the case study method (Villarreal, 2010), students and teacher engage in a process of analysis and in-deep discussion about the circumstances facing each of the companies analyzed.</p> <p>The teacher will present the analysis of different real companies framing each of them in the appropriate sections of the course contents.</p> <p>Through each of the cases, students and teacher engage in a process of analysis and deep discussion about the circumstances facing each of the companies analyzed.</p>
Mixed objective/subjective test	Students will answer open-ended questions that relate theoretical concepts to practical applications of the case studies.
Aprendizaxe servizo	Students will learn the elements that determine the entrepreneurial culture, and will learn to handle analysis and problem-solving tools that will allow them to expand their job opportunities with their own business projects.
Guest lecture / keynote speech	The conceptual framework will be presented during the classes. Theories will be aligned with the cases of study, in order to provide a complete vision of the application of strategic management into practice. Inductive and deductive methods will be used. The time devoted to each of the chapters in which the subject will be divided in proportion to its extent and degree of difficulty in its preparation.

Personalized attention	
Methodologies	Description



Mixed objective/subjective test Aprendizaxe servizo Case study	<p>In master classes, the teacher will address each of the issues raised by students during their development relating to the subject. If the issues raised require broader responses, the teacher will offer to the student a complementary explanation during the tutorial sessions. Answers to previous questions can be posted on Teams and Moodle (e-learning platform), in order to other students can take advantage of it. During the sessions of case study, students should intervene to ask, clarify or explain their different approaches. The teacher will provide support to the working groups in the classroom and also in the tutorial sessions.</p> <p>Following the recommendations of the UDC regarding sustainability, the reports will be sent in digital format, avoiding the unjustified consumption of paper.</p> <p>Students with part-time attendance recognized by the academic institution will mainly use Teams and Moodle platforms and mail and Teams to manage the contents of the subject and to contact with the professor for on-line tutorial sessions.</p>
--	--

Assessment			
Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	B5 C9	50% da nota final	50
Case study	A1 A32 A33 B2 B3 B4 B6 B12 B13 B14 C1 C3 C4 C5 C6 C7	50% da nota final	50

Assessment comments



The evaluation criteria will serve for the first opportunity. In the evaluation of supervised projects, the professor will take into account the the service-based-learning project. Participation in continuous assessment activities in a percentage less than 20% implies an assessment of not presented, regardless of the score achieved.

In the second opportunity there will be an exam on a practical case. The final grade of the students who pass the continuous assessment will be the average of the grade and the exam. For those who did not pass the continuous evaluation, the grade of the theoretical-practical exam will be 100% of the grade.

The students with recognition of part-time dedication and attendance exemption will be assessed with the same evaluation criteria, but the requirement of minimum attendance.

In the advanced call of December the evaluation criteria will be the same of those of the second opportunity.

If any fraudulent behavior is detected in any of the methodologies, the student will fail the subject. Students cannot use any mobile devices during the exams. If they do it, they will fail the subject.

Or the student must demonstrate to his / her personality in accordance with current regulations. For all other matters not specifically detailed in this guide there is current regulations applicable.

Sources of information

Basic	<p>BIBLIOGRAFÍA BÁSICA: Neira, I., Guerrero, M., Calvo, N., del Mar Fuentes, M., Fernández-Laviada, A., Leporati, M., & Torres, A. J. (2021). Global Entrepreneurship Monitor. Informe GEM España 2020-2021 (Vol. 256). Ed. Universidad de Cantabria. Sánchez, R. and Heene, A. (2004). The New Strategy Management. Organization, Competition, and Competence, John Wiley & Sons, Inc., New York. Cátedra Nebrija-BBVA en formación de emprendedores. El arte de emprender. Servicio de publicaciones de la Universidad Antonio de Nebrija Gil Estallo, M.A. Cómo crear y hacer funcionar una empresa. Conceptos e instrumentos. ESIC FUENTES DE CASOS DE ESTUDIO The Case Journal (accesible desde la biblioteca), http://kmelot.biblioteca.udc.es/search*gag/m?SEARCH=case+journal&sortdropdown=-&searchscope=1&p;submit=EnviarEmerald Emerald Emerging Markets Case Studies (accesible desde la biblioteca), http://www.emeraldinsight.com/case_studies.htm?articleid=17068615 http://91.121.77.230/e_casos/cast/pages/estudios/estudios.asp</p>
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



All contents and information

will be updated in the web page of the subject in the students' intranet

(Virtual Campus)

(*)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.