UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2024/25**
Subject (*)	Business Software		**Code**	650G01035
Study programme	Grao en Ciencias Empresariais			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	1st four-month period	Fourth	Optional	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Aranda Vasserot, Adolfo	**E-mail**	adolfo.aranda@udc.es	
Lecturers	Aranda Vasserot, Adolfo	**E-mail**	adolfo.aranda@udc.es	
Web	https://campusvirtual.udc.gal/			
General description	The content of the subject is oriented to: 1. Know the functionalities that the most common information systems in the business field have to support. 2. Handle some ICT tool related to said information systems. 3. Advanced handling of OAS tools. 4. Know key aspects of the use of new business applications			

Study programme competences / results	
Code	**Study programme competences / results**
A1	CE1 - Aprender a aprender, por exemplo, cómo, cándo, ónde novos desenvolvementos persoais son necesarios.
A2	CE2 - Auditar unha organización e deseñar planes de consulta (por exemplo lexislación impositiva, inversións, estudo de casos, proxecto de traballo).
A3	CE3 - Comprender detalles do funcionamento empresarial, tamaño de empresas, rexións xeográficas, sectores empresariais, vinculación con coñecemento e teorías básicas.
A5	CE5 - Comprender a tecnoloxía nova e existente e o seu impacto para os novos/futuros mercados.
A10	CE10 - Comprender e utilizar sistemas contables e financeiros.
A13	CE13 - Xestión dunha compañía a partir da planificación e control, utilizando conceptos, métodos e ferramentas.
A14	CE14 - Xestionar as operacións da empresa.
A15	CE15 - Xestionar os recursos financeiros.
A18	CE18 - Identificar as características dunha organización.
A20	CE20 - Identificar e operar o software adecuado. Deseñar e implementar sistemas de información.
A21	CE21 - Identificar e utilizar as ferramentas adecuadas de matemáticas e estatística.
A23	CE23 - Uso de instrumentos para a análise de entornos empresariais.
A24	CE24 - Derivar dos datos información relevante imposible de recoñecer por non profesionais.
B1	CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética.
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado.
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía.

B6	CG1 - Que os estudantes formados sexan profesionais versátiles, capacitados tanto de iniciar o seu propio negocio como de desempeñar labores de deseño, planificación, organización, xestión, asesoramento e avaliación nas áreas e departamentos contables, financeiros e fiscais de organizacións empresariais, con especial referencia ás pequenas e medianas empresas.
B7	CG2 - Que os estudantes posúan unha elevada capacitación metodolóxica de xestión e tratamento da información que lles proporcione vantaxes competitivas, non só no seu labor profesional, senón nunha sociedade global en permanente transformación. Para iso, o Grao debe estar dotado dun axeitado nivel de interdisciplinariedade, transversalidad e integración nas súas materias.
B8	CG3 - Que os estudantes presten especial atención aos cambios que, tanto en conceptos, coma en metodoloxía ou en aplicacións, implican no mundo empresarial as novas tecnoloxías da información e as comunicacións. Así mesmo deben poder obter e actualizar os coñecementos específicos que teñan como base a aparición de novas leis e regulamentos que afecten ao mundo fiscal, financeiro ou contable.
B9	CG4 - Que os estudantes integren a aprendizaxe na súa vida e no seu labor profesional, a través da metodoloxía de ensino que lles achega o Grao, o cal lles proporciona unha formación básica xeral que servirá como puntal para a formación continua ao longo da vida.
B10	CG5 - Que os estudantes teñan unha perspectiva integral e destreza no manexo dos conceptos, técnicas e ferramentas empregados en cada unha das diferentes áreas funcionáis, con especial referencia ás contables, financeiras e fiscais da empresa; así como entender as relacións que existen entre elas e cos obxectivos xerais da organización. Todo iso tendo en conta os principios de sustentabilidade e responsabilidade social das mesmas.
B11	CG6 - Que os estudantes saiban identificar e anticipar oportunidades, asignar recursos, organizar a información, realizar asesoramento fiscal e contable, control orzamentario, xestión de tesouraría, auditorías de contas e temas concursais (suspensións de pagamentos e quebras), tomar decisións en condicións de incerteza e avaliar resultados.
B12	CG7 - Que os estudantes sexan capaces de liderar proxectos nas áreas de valoración da empresa, de dirección estratéxica e financeira; deben poder entender a información contable das empresas co fin de obter conclusións e realizar predicións tanto sobre rendementos coma sobre riscos futuros.
B13	CG8 - Que os estudantes identifiquen os requisitos legais da información financeira aos que a empresa debe enfrontarse.
B14	CG9 - Que os estudantes manifesten respecto aos dereitos fundamentais e de igualdade entre homes e mulleres, o respecto e a promoción dos Dereitos Humanos e os principios de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con discapacidade.
C1	CT1 - Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	CT2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	CT3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	CT4 - Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	CT5 - Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT6 - Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT7 - Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT8 - Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes	
Learning outcomes	Study programme competences / results

Know the aportación of the TIC to the business organization.	A1	B1	C1
	A2	B2	C2
	A3	B3	C3
	A5	B4	C4
	A10	B7	C5
	A13	B8	C6
	A14		C7
	A15		C8
	A18		
	A20		
	A21		
	A23		
	A24		
Apply and use of TIC in the business field. Special consideration of the tools OAS in the Countable and Financial field.	A1	B5	C1
	A2	B6	C2
	A3	B9	C3
	A5	B10	C4
	A10	B11	C5
	A13	B12	C6
	A14	B13	C7
	A15	B14	C8
	A18		
	A20		
	A21		

Contents	
Topic	**Sub-topic**
1. The Computer Applications of a company	- Computer applications by nature
	- Computer applications by organizational area
2. Digitization and trends	- Cloud. Paradigm shift
	- Business Intelligence
	- Big Data and Advanced Analytics
	- Artificial intelligence
3. Practical applications for the business management in the fields reviewed like subtemas, with special consideration of the use of tools OAS.	- Different Computer Applications that support business processes

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A1 A2 A3 A5 A10 A13 A14 A15 A18 A20 A21 B6 B8 B9 B10	17	34	51
Problem solving	A1 A2 A3 A5 A10 A13 A23 A24 B2 B3 B4 B7 B11 B12 B13 C1 C2 C3	19	57	76
Mixed objective/subjective test	A1 A3 A5 A10 A18 B1 B2 B3 B5 B7 C1	2	0	2

Seminar	A1 A3 A5 B14 C4 C5 C6 C7 C8	4	15	19
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**
Guest lecture / keynote speech	1. Exhibition in the kinds presenciales of the theoretical and practical contents of the subject with the object to guide the student in his preparation. 2. The time devoted to each one of the chapters in that is divided the subject will be proportional to the degree of difficulty in the preparation of the same and to its extension, of way such that it will not devote the same time to each one of the chapters, but that will deepen more in ones that in others. All this, to trial of the professor that teach the subject. 3. For the preparation of the chapters of minor difficulty of understanding remit to the student to the bibliography, if well in the kinds presenciales to guide student about: a) which concrete sources recommend use b) which appearances are the more relevantes and of main interest with a view to achieve the results of the learning established for the subject. 4. Discussion, conjoint for all the groups of work, of the development encomendado to each one of the groups. The student can take part: to) to proper initiative, after asking turn of word; b) to initiative of the teacher, that will request on purpose the intervention of the student.
Problem solving	1. Elaboration, exhibition and solution of practical examples that the student, forming part of a group of work, has to realize along the course. 2. They will pose exercises and/or readings to realize by the student in hours no presenciales or of autonomous work. In hours presenciales back will do : to) a review of the exercises in which the student can take part in the terms described in the point 3 and b) of the readings will open the corresponding turn of questions to end to clear those appearances that the student pose on the content of the same. 3. The student can take part: to) to proper initiative, after asking turn of word; b) to initiative of the professor, that will request on purpose the intervention of the student.
Mixed objective/subjective test	1. It consists of a theoretical-practical exam of the contents of the subject, with short questions, questions to develop, questions about practical cases, multiple choice questions (true/false), multiple choice questions or a combination of the types mentioned. 2. The exam can be oral or written. If nothing to the contrary is published on the subject's website (Moodle) 48 hours in advance, the exam will be written. 3. They will be held on the dates, times and classrooms that the Dean's Office officially sets
Seminar	Discussion in groups reduced of the contents of the subject, in particular, of the works to that does reference the "Solution of problems". The student can take part: to) to proper initiative, after asking turn of word; b) to initiative of the professor, that will request on purpose the intervention of the student.

Personalized attention	
Methodologies	**Description**

Mixed objective/subjective test	1. In the magistral session, the student can take part, previous petition of the word, to ask, clear or expose his point of view on it was afraid in the moment of the his intervention was treating.
Guest lecture / keynote speech	2. In the solution of problems, the student can take part such and as if it exposes in the methodologies point .
Seminar Problem solving	3. In tutoríal time, the student will be attended to clear those doubts that arise him for the preparation of the subject. Although it is not required, the teacher that imparts the course through the email belongs the student, exposes his doubts and date and hour (inside the of tutoría) in that is interested to be attended, will facilitate the management and efectividad of the same.
	4. Without name to the person that effected the query, this can be published in Moodle, together with the his answer, with the aim that other students can get #cater it to you of the same. All this yes the professor considers opportune and of general interest.
	5. For the students with recognition of dedicación in time partial or metes out academic of exemption of assistance, will agree to the beginning of the course a specific calendar of tutorías compatible with the his dedication, reason whereby students will have to put in contact with the teacher first ten days of the quater in that imparts the subject, with the aim to fix this calendar

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Mixed objective/subjective test	A1 A3 A5 A10 A18 B1 B2 B3 B5 B7 C1	1. It is a single test for each of the evaluation opportunities of the call. 2. It consists of an exam following the criteria set out in methodologies	30

| Problem solving | A1 A2 A3 A5 A10 A13 A23 A24 B2 B3 B4 B7 B11 B12 B13 C1 C2 C3 | 1. Preparation of one or more practical cases posed by the professor, in which they will develop any or some of the relative appearances to the content of the matter.

2. The works will develop in groups of 3 to 5 students. Exceptionally and previous approval by part of the teacher of the matter or of the Tutor of the group, will allow another number of students by group.

3. It forms essential part of the evaluation the discussion of the development of the same with the Professor of the matter or Tutor of the group of development that assign to the same. Thus, the presence in the meetings of follow-up of the work is essential to be evaluated. In no case it will evaluate to the student out of this context, without prejudice to the said in the points 4 and 5. Such meetings will take place so much in the "Session magistral" as in the "Seminar" and the own methodology of "Solution of problems", of way such that in the three methodologies will compute the discussions inside this 50% of evaluation.

4. For the evaluation according to this methodology will take into account: to) the work a) make in group; b) the discussion to that does reference the section 3 previous; c) the assistance to class and the effective and active participation in the same; d) the proofs, in his case, in reference to the point 5.

5. They form part of this methodology the proofs of continuous evaluation that, to criterion of the responsible Professor to give the matter, @realizar in the eagerness to see and evaluate the advances of the student. Such proofs can revestir the form of oral examination or writing, , with short questions, questions to develop, questions on practical suppositions, ask type test (true/false), questions of multiple answer or a combination of the types mentioned.

6. The works will go presenting, arguing and evaluating according to the calendar that to such end will publish in the web (Moodle).

7. Any doubt about this section evaluativo has to solve sustentándose the solution in the idea of "continuous evaluation | 70 |

Assessment comments

The criteria of evaluation are the same for each one of the opportunities of evaluation. It wants to this say that: 1) in both proofs of evaluation will take into account the qualifications obtained in the "Solution of problems"; 2) the corresponding examination to the mixed proof, in both opportunities of evaluation, describes on 5 points (50% of the final evaluation).

In the announcement advanced, and only in this case, will @realizar a mixed proof directed to evaluate all the competitions and own contents of the matter.

The criteria of punctuation of each one of the proofs will give to know in the moment of the proof and will supply together with the billed of this.

The test NOT done mark like zero. The qualification of "No Presented" will award to the student that have participated in less than 20% of the races for the final qualification. The made in fraud suppose the qualification of zero points in the final evaluation.

The only utensils which is allowed the access to the enclosure of the proof are the basic to answer to the examination: pencil, pen or feather, rubber to erase and electronic calculator no programmable.

It is on purpose forbidden the access to the enclosure of the examination with: to) mobile telephones and any one other able devices of communication to distance and/or of storage of information; b) aim, annotations, books or similar material that have not been on purpose authorised in the announcement of the examination or in the web page (Moodle) of the subject. The no observance of this norm supposes the one who consider as @realizar the proof in fraud and this with independence that the one who have in the enclosure of the proof such devices or distinguished material have used them or no in the course of the same.

The student has to accredit his personality of agreement to the valid rule. For any another question no on purpose detailed in this guide will be to the had in the applicable valid rule to each case that pose.

Students with recognition of dedication part time and of dispense academic of assistance: Exception done of the dates approved by the Board of Faculty in what it competes to the objective proof, for the remaining proofs will agree to the start of the course a specific calendar of compatible dates with his dedication, reason whereby said students will have to put in contact with the professor in the first ten days of the cuatrimestre in that it gives the matter, with the purpose to fix said calendar. The proofs will have the same format that for the students with dedication to complete time.

Sources of information

Basic	- Martínez Fernández, P. Aranda Vasserot, A. (2023). Apuntes y transparencias publicados en la web (Moodle).
	- Piattini Velthuis, M.G. y otros (2007). Análisis y diseño detallado de aplicaciones informáticas de gestión.. Madrid: RAMA
	- Fairhurst, Danielle Stein (2019). Using Excel for Business and Financial Modelling: a Practical Guide. Third edition.. Chichester, West Sussex: Wiley
	- ENI (2020). Microsoft Office: (versiones 2019 y Office 365): Word, Excel, PowerPoint, Outlook: domine las funciones avanzadas de la suite Microsoft.. Cornellá de Llobregat: ENI
	- Rumi?n Hermoso, Jose? Manuel. (2019). Aplicaciones informa?ticas de gestio?n comercial. Bogota: Ediciones de la U,
	- Tan, Felix B (2002). Cases on Global IT Applications and Management Successes and Pitfalls.. Hershey, PA: Idea Group Pub.
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Financial Accounting I/650G01013

Financial Operations Analysis/650G01014

Computer Science for Business/650G01020

Databases for Business/650G01022

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Information Systems for Business Financial Management/650G01034

Other comments

1. The
delivery of the documentary works that are carried out in this matter: a. It will
be requested in virtual format and / or computer supportb. It will
be done through Moodle, in digital format without the need to print them.2. The
importance of ethical principles related to sustainability values ??in personal
and professional behavior must be taken into account.3. As
stated in the different applicable regulations for university teaching, the
gender perspective must be incorporated in this matter. Work will be done to
identify and modify prejudices and sexist attitudes, and will influence the
environment to modify them and promote values ??of respect and equality.
Situations of discrimination based on gender must be detected and actions and
measures to correct them are proposed.

4. The full
integration of students will be facilitated who, for physical, sensory, psychological
or sociocultural reasons, experience difficulties for an adequate, equal access
and with the use of university life.