

**CENTRO UNIVERSITARIO DE TECNOLOGÍA Y ARTE DIGITAL**



## **ACADEMIC PROGRAM**

## **COMPANIES CREATION AND DEVELOPMENT**

# 1. BASIC INFORMATION/GENERAL INFORMATION.

Degree:	Bachelor in Interactive Product Design
Area:	Centro Universitario de Tecnología y Arte Digital (U-TAD)
Course:	Business and Management
Year:	Companies Creation and Development
Teaching period:	Fourth
Type:	First
ECTS credits:	Compulsory subject
Teaching modality:	3
Language:	classroom-based course
Lecturer/Teacher:	English
Area:	<a href="http://www.u-tad.com/">http://www.u-tad.com/</a>

## 2. SUBJECT DESCRIPTION.

### Area description

This subject belongs to the Transversal Knowledge module and, within this, to the subject Business and Management.

This area refers to the study and practice of the set of techniques related to the knowledge applicable to companies and their management.

### Subject description

There is an interdisciplinary relationship between this subject and others such as Business and Digital Models, within the same subject, in that it also involves analysing business ideas in the field of specialisation of the degree, as well as with Project Management and Management, also in business, by trying to transmit common elements about business projects to the student.

And with Management Skills in the General Skills subject, since, as it could not be otherwise, students taking this degree have to go through different subjects from different perspectives of knowledge but with an interrelated thread that offers them

sufficient and interdisciplinary competences to become a professional in the design of interactive products.

This subject is one of the most useful in terms of its professional interest and as an opportunity for the creation of companies for students of the Degree in Interactive Product Design as it offers them real theoretical and practical training on the implementation and launch of business projects in the digital field. It offers them interdisciplinary knowledge aimed at approaching the professional reality and its relationship with the society in which they will exercise their career, which requires skills that go beyond what is strictly necessary for the design of video games or interactive leisure systems. In the same way, it provides a general business vision within the entire curriculum, which is of great value in today's society, where self-employment is one of the most important professional opportunities, if not the only one.

## **3. SKILLS AND LEARNING OUTCOMES**

### **3.1 Skills**

GC8 Demonstrate the ability to work in a team.

GC9 Knowing how to manage time effectively.

GC10 Be able to work in an international context, as well as in diverse and multicultural environments.

GC11 Manage basic skills for interpersonal relations.

GC13 Value a sense of ethics at work.

GC14 Knowing how to work in a team in multidisciplinary environments.

GC15 Have the ability to organise and plan.

GC17 Demonstrate the ability to analyse, synthesise and gather information from different sources.

GC18 Manage information appropriately.

GC19 Knowing how to make decisions and solve problems in the professional field.

CB4 - That students can transmit information, ideas, problems and solutions to both specialised and non-specialised audiences.

CB5 - That students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.

CE22 - Understand and communicate clearly and effectively the guidelines for the development of a project.

SC23 - Understand the relevant aspects of the digital society in the context of sociology, philosophy, psychology, ethics, moral values and knowledge-related aspects that affect the creation, publication and distribution of interactive products.

SC26 - Understand and know how to thematise the relationships between Technology - Society - Culture, in relation to the design of interactive products.

SC27 - Recognising the philosophical, social and political implications of technological designs and innovations.

SC28 - Detect the implications of the ethical and legal limits of technological innovations.

## 3.2 Learning outcomes

Understand the historical environment of the current digital industry and the changes produced in society due to the inclusion of new digital media.

Identify different market segments for the production of a video game

Estimate the costs and development time of a video game project.

To design the structure of the company with the aim of maximizing the contribution of the team.

Manage the different stages of execution for the production of a video game.

Relate intellectual property legislation to different scenarios (national, European and international).

Identify the sources of relevant economic information and their content.

Know different marketing techniques and their implications on the development of a digital entertainment product.

To specify the requirements that satisfy the model of game proposed by the producer, generating acceptable solutions in cost and time.

Reflect on the ethical and legal limits of technological innovations.

To interpret relevant economic, political and cultural data in the design of interactive products.

## 4. CONTENTS

- Business plan for the creation of a company in Spain
- Feasibility plan for business projects
- Case studies
- Fiscal and legal aspects of the digital economy
- The digital industry and its universality
- The production sector of the digital economy

## 5. SUBJECT SYLLABUS:

Theme 1. Company, entrepreneur and entrepreneurship. Innovation.

Unit 1. The company and its environment.

The company as an economic agent

Concept, elements and functions.

The decision to locate.

The dimension of the company: internationalisation.

Innovation.

Unit 2. The entrepreneur.

The figure of the entrepreneur.

Professional and business ethics.

Unit 3. Entrepreneurship.

Entrepreneurship and entrepreneurs.

The entrepreneur.

Business idea and differentiating factors.

Theme 2. Creation and organisation of business projects

Unit 4. The Business Plan

Introduction to the Business Plan (BPP).

General approach to a Business Plan.

Minimum content of the Business Plan.

Unit 5. The Production, Purchasing and Organisation Plan

Manufacturing or development process.

The Purchasing Plan.

Applied technologies.

Unit 6. The Marketing Plan

The product or service.

Market and competition analysis.

Marketing Mix, Distribution and Communication.

Sales and forecasts.

Unit 7. The economic-financial plan

Initial investments.

Financing plan.

Treasury and provisional accounts.

Theme 3 Legal, fiscal and administrative aspects of the creation of the company and the digital professional.

Unit 8. Procedures for the creation of the company.

Incorporation of the company.

Unit 9. Procedures for the start-up of the company.

Legal authorisations for company start-up.

Regional procedures.

Municipal procedures: licences.

Tax and labour formalities.

Theme 4 Searching for information, financial sources and aid for entrepreneurship.

Unit 10. Search for information to support entrepreneurship

General State Administration.

Regional Administration.

City councils.

Professional associations.

Universities.

Other entities and organisations.

Unit 11. Financial sources

Bank products.

Other forms of financing.

## 6. TRAINING ACTIVITIES AND TEACHING METHODS

### Teaching methods

The subject will be developed through the following general methods and techniques, which will be applied differently depending on the characteristics of the subject:

- **Expository method/Master lecture:** the lecturer will develop the contents of the syllabus through master classes and dynamic lectures.
- **Case studies:** analysis of real cases related to the subject.
- **Exercise and problem solving:** students will develop the appropriate solutions by applying transformation procedures to the information available and interpreting the results.
- **Cooperative learning:** students work in groups to carry out tasks collectively.

### Training activities

LEARNING	Total hours	Hours of attendance	% attendance
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<b>ACTIVITIES</b>			
Theory classes	15	2	10
Seminars and workshops	3	3	100
Practical classes	9	9	100
Tutoring	2	2	100
Evaluation activities	3	3	100
Study and group work	14	1	5
Self-study and individual work	28	0	0

## 7. TEMPORAL DEVELOPMENT

<b>Subject</b>	<b>Week</b>
Theme 1. Company, entrepreneur and entrepreneurship. The res.	1,2,3
Tema 2 Creation and organisation of business projects	4,5,6,7
Theme 3. Legal, fiscal and administrative aspects of company creation and the digital professional.	8,9,10,11
Theme 4. Searching for information, financial sources and aid for entrepreneurship.	12,13,14,15

## 8. EVALUATION SYSTEM

<b>ASSESSED ACTIVITY</b>	<b>MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)</b>	<b>MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)</b>
SE1 Assessment of participation in class, practicals or projects of the subject.	10%	20%
SE2 Evaluation of assignments, projects, reports, reports, reports	30%	60%
SE3 Objective assessment	30%	70%

### Grading criteria:

<b>EVALUATION ACTIVITY</b>	<b>EVALUATION CRITERIA</b>	<b>EVALUATION CRITERIA ASSESSMENT IN RELATION TO THE FINAL GRADE (%)</b>
SE1 Assessment of participation in class, practicals or projects of the subject.	Students will be assessed on their active participation and the correct delivery of the practicals in due time and form.	10%
SE2 Evaluation of assignments, projects, reports, reports, reports	Students will be assessed for carry out the practical work requested in an original, high quality and collaborative manner.	30%
SE3 Objective assessment	Business Plan- Students will be assessed for writing and presenting, at the end of the course, a complete Business Plan based on an individual or collective business idea in which the structure, format, presentation, originality, realism and viability will be assessed. Exam - to have acquired the necessary knowledge in the subject.	60%

### General comments on the evaluations/assessments:



- The student work assessment system aims to provide an objective and useful treatment in order to achieve a quantifiable result in accordance with the effort made in the subject. It will have a mixed consideration as it will be applied constantly throughout the duration of the course and will assess the knowledge and generic competences, other specific competences, as well as the critical reasoning, the capacity for analysis and synthesis and the capacity for problem solving acquired by the student.
- In addition, given the unique nature of this subject - which aims to instil in students a positive attraction for the creation and management of companies from the perspective of self-employment - the acquisition of transversal competences will also be positively assessed.
- The following quantifiable indicators will be taken into account:
  - Intervention in the discussion of questions and exercises.
  - Active participation in the practical work.
  - The completion of the Business Plan and the final exam will be compulsory in order to pass the course.
- The overall assessment of the course will be based on the sum and weighting of the different activities that can be scored according to the basic scheme of assessment activities, both qualitatively and quantitatively, as established in this section and in the table in the previous section, always on a total scale of 0-10 points (with up to two decimal places). The final exam grade will require a minimum objective score of 4.00 in order to be able to average it with the attendance and the assignments in order to pass the course.
- The BP (Business Plan) is a fundamental axis of the evaluation of the subject as a whole, hence its percentage weight in this evaluation. The PdE may be individual or collective, depending on the number of students. The points awarded for the PdE will be based on the assessment of the following elements:
  1. basic contents of the PdE, Format and writing,
  2. Originality and realism of the business idea, and 3.
  3. Technical and economic viability of the model, and
  4. Oral presentation in class.
- A final mark will be awarded using the arithmetical average of the scores from 0 to 10 (to two decimal places) for each of the minimum compulsory elements mentioned above.
- The work or activities required of students must be correctly written and presented. Work that does not meet a minimum standard of presentation in accordance with the type of studies the students are taking may be automatically failed.
- Both in the case of assignments or exercises and, especially, in the PdE, correct written expression will be assessed, with spelling mistakes being marked negatively with a value of 0.5 points for each mistake and 0.1 for each mistake or error in accents up to a maximum of 4 points.
- The student will be considered to have successfully passed the subject if he/she presents the compulsory activities and obtains a minimum total score of 5 basic points.

- One of the features of our University Centre lies in the search for excellence, which means that this type of evaluation is also included in the assessment. To this end, students who have obtained a grade equal to or higher than 9 points and who meet the cross-cutting criteria and other specific competences mentioned above, demonstrating a special dedication to this subject, may receive the mention of Honours.

## 9. LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

### Key references

GIL Estallo, M. A. - Giner de la Fuente, F. (2013). *Cómo crear y hacer funcionar una empresa*. Madrid: ESIC.

RIBEIRO Soriano, D. - Domingo, E. (2014). *Creación de empresas y emprendimiento*. Madrid: Pearson Educación.

### Recommended references

AA. VV. (2014). *Empresa e iniciativa emprendedora*. Madrid: EDITEX.

Aceituno, P. (2012). *Creación y gestión de empresas (2ª ed)*. Madrid: CEF.

Adan Mico, P. (2014). *Emprender con éxito*. Madrid: RC Libros.

Biasco, I. (2014). *El desafío de emprender en el siglo XXI*. Narcea.

Edery, D. - Mollick, E. (2009). *Changing the game: how videogames are transforming the future of business*. New Jersey:FTPress.

Giner de la Fuente, F. (2013). *27 conversaciones con emprendedores españoles*. Madrid: ESIC.

Hoyos Iruarrizaga, J. - Blanco Mendialdua, A. (2014). *Financiación del proceso emprendedor*. Madrid: Pirámide.

Asensio del Arco, E. - Vázquez Blómer, B. (2019). *Empresa e iniciativa emprendedora*. Madrid: Paraninfo.

Sánchez Morales, M. (2012). *Manual de creación de empresas digitales y comercio electrónico 2.0*. Málaga: Icton Ediciones.

Pelayo González, J. - Rodríguez Laguía, F. J. (2015). *Iniciación a la actividad emprendedora y empresarial*. Madrid: Paraninfo.

Schnarch, A. (2010). *Creatividad aplicada: como estimular y desarrollar la creatividad a nivel personal y empresarial*. Starbook Editorial.

Suárez Sánchez-Ocaña, A. (2012). *Ha llegado la hora de montar tu empresa*. Bilbao: Deusto.

Todoli, F. (2013). *Creación de empresas paso a paso 2013-2014*. CISS.

Webgrafía básica:

<http://portal.circe.es>

<http://www.ajeimpulsa.es/>

<http://www.crear-empresas.com>

<http://emprenderesposible.org/modelo-canvas>

<http://www.ypdgroup.com>

<http://www.informacionempresarial.es/>

<http://www.crearempresas.com/>  
<http://www.escolaemprenadors.org/>  
<http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/portal/>  
<http://servicios.ipyme.org/planempresa/>  
<http://www.ayudas.net/>  
<http://www.emprendedoresyparados.es/>  
<http://www.emprendedores.es/>  
[http://www.madrid.org/cs/Satellite?pagename=Emprendedores/EMPR\\_HOME/EMPR\\_Home](http://www.madrid.org/cs/Satellite?pagename=Emprendedores/EMPR_HOME/EMPR_Home)  
Template  
<http://www.elmundo.es/elmundo/2012/02/13/economia/1329129714.html>  
<http://blog.thinkandcloud.com/modelo-canvas-un-lienzo-para-crear-tu-plan-de-empresa-2/>

## 10. Required materials, software and tools

### Type of classroom:

Projection equipment and whiteboard

### Materials:

Laptop computer  
Webcam  
Microphone

### Software:

Projection equipment with Powerpoint, Acrobat Reader