



ACADEMIC PROGRAM

COMPANIES CREATION AND DEVELOPMENT

B.F.A. IN INTERACTIVE PRODUCT DESIGN

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Companies Creation and Development
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Transversal Knowledge
Area:	Business and Management
Year:	4º
Teaching period:	1º
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	Bernardo Martinez Gil/bernardo.martinez@u-tad.com
Web page:	http://www.u-tad.com/

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.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

BASIC AND GENERAL

- GC1 - Lifelong learning through self-study and continuous training.
- GC2 - Knowing how to adapt to change and new situations with flexibility and versatility.
- GC3 - Develop creativity and innovation and have the ability to present new resources, ideas and methods in order to subsequently turn them into actions.
- GC4 - Exercise leadership and negotiation skills.
- GC6 - Demonstrate motivation for quality.
- GC7 - Show interest and sensitivity in environmental and social issues, as well as the ability to analyse the social dimension of the activity and corporate social responsibility.
- GC8 - Demonstrate the ability to work in a team.
- GC9 - Be able to manage time effectively.
- GC10 - Have the ability to work in an international context, as well as in diverse and multicultural environments.
- GC11 - Manage basic skills for interpersonal relations.
- GC13 - Value the ethical sense of work.
- CG14 - Know how to work in a team in multidisciplinary environments.
- GC15 - Organisational and planning skills
- GC17 - Demonstrate the ability to analyse, synthesise and gather information from different sources.
- GC18 - Manage information appropriately.
- GC19 - Know how to make decisions and solve problems in the professional field.
- CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

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

SPECIFIC

SC4 - Analyze the needs and moral and ethical implications associated with the development and design that arise for the creators of interactive products.

SC15 - Analysing the characteristics and needs of users in the humanistic environment as a fundamental element in the design of interactive products.

SC20 - Knowing the determining factors of the consumer market of interactive products, taking into account the knowledge and respect for social and cultural environments.

SC22 - 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 a project.

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.

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 gam

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.

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

SUBJECT SYLLABUS

Theme 1. Company, entrepreneur and entrepreneurship. Innovation.

Unit 1. The company and its environment.

Unit 2. The entrepreneur.

Unit 3. Entrepreneurship.

Theme 2. Creation and organisation of business projects

Unit 4. The Business Plan

Unit 5. The Production, Purchasing and Organisation Plan

Unit 6. The Marketing Plan

Unit 7. The economic-financial plan

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.

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

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

Unit 10. Search for information to support entrepreneurship.

Unit 11. Financial sources

Theme 5 Business Opportunities in the Digital Industry

Unit 12. New Technologies as Entrepreneurial Initiatives

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	15,00	15,00
<i>Seminars and workshops</i>	3,33	3,33
<i>Practical classes</i>	9,17	9,17
<i>Tutorials</i>	1,67	1,67
<i>Evaluation Activities</i>	3,33	3,33
<i>Group work and study</i>	14,17	0,71
<i>Autonomous and individual study and work</i>	28,33	0,00
TOTAL	75	33

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Cooperative learning

TEMPORAL DEVELOPMENT

Theme 1 and 2: 5 weeks

Theme 3: 4 weeks

Theme 4: 2 weeks

Theme 5: 4 weeks

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
<i>Assessment of participation in class, exercises or projects of the course</i>	10	30
<i>Assessment of assignments, projects, reports, memos</i>	30	60
<i>Objective test</i>	30	70

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	10	10
<i>Assessment of assignments, projects, reports, memos</i>	30	30
<i>Objective test</i>	60	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 instill 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 considered:
 - 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 5.00 in order to be able to average it with the attendance and the assignments in order to pass the course.
- The MP (Marketing Plan) is a fundamental axis of the evaluation of the subject as a whole, hence its percentage weight in this evaluation. The MP may be individual or collective, depending on the number of students. The points awarded for the MP will be based on the assessment of the following elements:
 1. basic contents of the MP, 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 MP, 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 Honors.
- The evaluation percentages of Ordinary will be maintained in the Extraordinary call
- Any detection of plagiarism, copying or use of bad practices (such as the use of AIs) in a paper or exam will imply the failure of this work with a zero, the report to the faculty and academic coordinator and the application of the current regulations, which can lead to very serious penalties for the student.
- The use of Smartwatches or cell phones is not allowed during exams. Such devices will have to be put away and out of the student's sight during the exam. The use of cell phones is not allowed during classes.

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.

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

Ederly, 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.escolaempredors.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 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/>

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom

Projection equipment and whiteboard

Materials:

Laptop computer

Software:

Powerpoint

Acrobat Reader