

**COURSE DATA****Data Subject**

<b>Code</b>	36394
<b>Name</b>	Gastronomic company establishment
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1212 - Degree in Gastronomic Sciences	Faculty of Pharmacy and Food Sciences	4 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1212 - Degree in Gastronomic Sciences	34 - Creación de empresas gastronómicas	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
COMECHÉ MARTINEZ, JOSE MANUEL	105 - Business Administration 'Juan José Renau Piqueras'

**SUMMARY**

In increasingly globalized and competitive environments, the figure of the entrepreneur acquires a leading role in the economic and social context of a community. In fact, entrepreneurs are people who, with initiative and innovative capacity, carry out activities that carry an unknown risk. In the specific field of business activity, an entrepreneur is the person who, through innovation, risk taking and the detection and exploitation of opportunities, creates a company and energizes it. Well, with the subject "Creation of Gastronomic Companies" it is intended to support the student and train him to face the greatest possible success in the process of creating and managing new companies, this time dealing with the scope and peculiarities of gastronomic companies.

The didactic approach of the subject is eminently practical and the students will be stimulated to get involved in a wide range of exercises and works of a totally applied nature grouped in a great project: the creation of a company.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Not required. Although it is considered convenient to have completed the optional "Entrepreneurship and Business Plan".

## OUTCOMES

### 1212 - Degree in Gastronomic Sciences

- Have knowledge and understanding in the field of gastronomic sciences.
- Plan, order and channel activities in such a way that unforeseen events are avoided as much as possible, possible problems are foreseen and minimised, and solutions are anticipated.
- Acquire the basic training needed to formulate hypotheses, gather and interpret information for solving problems using the scientific method, and understand the importance and the limitations of scientific thinking.
- Be able to engage in new fields of gastronomy in general through independent study.
- Be able to work in a team and to organise and plan activities, always taking account of gender perspective.
- Prepare and handle the writings, reports and action procedures best suited to the problems raised, using non-sexist language.

## LEARNING OUTCOMES

In accordance with the provisions of the degree study plans, the learning outcomes described for the subject of Creation of Gastronomic Companies are various:

- Being able to transform ideas into concrete business projects.
- Know the process of creating a company in the gastronomy sector and determine its viability.

Be able to Identify and Evaluate business opportunities.



## DESCRIPTION OF CONTENTS

### 1. Entrepreneur

- 1.1. Profile and basic skills
- 1.2. Features and Capabilities
- 1.3. Triangle P - S - E: why do we undertake?

### 2. Key elements of the business project

- 2.1. Structure: cohesion and coherence
- 2.2. Facing reality: financing and start-up
- 2.3. Marketing for the entrepreneur: a tool for combat.
- 2.4. Daily management, the human team: trust and responsibility.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	45,00	100
Theory classes	15,00	100
<b>TOTAL</b>	<b>60,00</b>	

## TEACHING METHODOLOGY

**Theoretical-practical classes in person.** - The usual development of the classes will be as follows:

- i. Initially, the classes will serve for the presentation by the teachers of the most important concepts and contents of each subject in order for the student to acquire the knowledge related to the subject, promoting participation. Critical problem solving will be enhanced.
- ii. In the course and simultaneously with the first sessions, it will proceed to implement in a specific and practical way the knowledge that the students have acquired in the theory classes; For this, it is intended to generate the dynamics of the process of creating a company, influencing aspects more oriented to the problems of daily management and personnel. Project devised by a group of students (in number not greater than 4).



## EVALUATION

The assessment of learning will be carried out in TWO WAYS: by taking an exam on the official established date and, in addition, by the continuous assessment system. The exam will represent 70% of the final grade and the continuous evaluation the remaining 30%. To pass the course, you must obtain at least 5 points out of 10 in the exam on first call and also pass the continuous assessment; This part (EC) will not be recoverable on second call. The maximum grade, therefore, on second call may not exceed 7 points.

The continuous evaluation is made up of (the details will be explained in the first opening session):

- Group implementation of a company creation project.

All the works (executive summary) delivered, must have a cover page where the basic data of the work is collected and will be evaluated according to three criteria:

- Quality and coherence of the project.
- Analysis and development of the Project.
- Presentation.

The work should not have an extension of less than 10 pages or more than 20 pages.

## REFERENCES

### Basic

- Castro Albacéns, I. (2016). De la start-up a la empresa. Ed. Pirámide. Madrid.
- Jiménez, J.A. (coord.) (2012). Creación de Empresas. Tipología de empresas y viabilidad estratégica. Ed. Pirámide. Madrid.

### Additional

- Gómez Gras, J.M. et al. (2012). Manual de casos sobre creación de empresas en España. McGraw Hill. Madrid.



- March, I. (2010). Innovadores o vencidos: tiempo de emprender en la nueva economía. Universitat de València. Valencia.
- Medina, A. (2012). Hoja de ruta para emprendedores. Crear una empresa en tiempos difíciles. Ed. Pirámide. Madrid.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. Contents**

The contents initially collected in the teaching guide are maintained

### **2. Volume of work and temporary planning of teaching**

Maintenance of the weight of the different activities that add up the hours of dedication in ECTS credits marked in the original teaching guide

Sessions scheduled on the same dates and times with the same duration, but online

### **3. Teaching methodology**

Upload of materials in the virtual classroom

Proposal of activities for virtual classroom

Synchronous BBC video conference

Project development

Videoconference tutoring

### **4. Evaluation**

Increase of the weight in the final grade of the continuous evaluation: it becomes 50%

Open written test (traditional exam) but distributed in virtual classroom: becomes 50%

### **5. Bibliography**

The recommended bibliography is kept because it is accessible

Additional material will be provided to the student to study and analyze