

## 1. OVERVIEW

Subject area	Entrepreneurship Workshop
Degree	Bachelor's Degree in Business Administration and Management
School/Faculty	SOCIAL SCIENCE AND COMMUNICATION
Year	Fourth
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish and English
Delivery mode	On campus
Semester	Second semester
Year	2024/2025
Coordinating professor	Juan Carlos Amézquita

## 2. INTRODUCTION

The subject area "Entrepreneurship Workshop" is designed for students to apply the knowledge and skills acquired during the Bachelor's Degree in Business Administration and Management in an experiential, holistic, multidisciplinary and comprehensive way. The aim is to promote an entrepreneurial and innovative mindset in our students, so that by the end of their studies they will be able to start their own business or develop their entrepreneurial skills within an organisation. In order to achieve this aim, students may either develop their own business project or an entrepreneurship project linked to a challenge brought by an external entity, organisation or company.

## 3. LEARNING OUTCOMES

### Abilities (HAB, by the acronym in Spanish)

HAB3. Apply practical consultancy actions in different areas of business management that are seen in the real business world.

- Through experiential learning, apply the specific knowledge and skills acquired from the subject area (defined in contents) and the degree overall in a comprehensive, multidisciplinary and integrative way.
- Design a practical and systematic consultancy report for an external company with a focus on the area of entrepreneurship, start-up creation and innovation; the report may take the form of an essay, consultancy task or research project and will be supervised by a project tutor (university) and an external tutor (company for which the consultancy task is carried out).

### Skills (COMP, by the acronym in Spanish):

COMP05. Consider and apply principles of ethics and social responsibility, paying particular attention to environmental management and respect for human rights, in compliance with current law and as an opportunity to reinforce the company's image and production process.

COMP10. Develop, describe and apply the different parts of a business plan in an entrepreneurial process, the sources of financing available for start-ups, and the different tools available to the entrepreneur (business canvas, elevator pitch, etc.) in the different phases of the entrepreneurial process.

COMP11. Carry out consultancy research based on experiential learning, with a focus on decision-making in entrepreneurial processes, applying specific knowledge and skills acquired from your studies in a holistic, multidisciplinary and comprehensive way.

## 4. CONTENTS

The subject area is structured according to the following contents:

1. Structure and preparation of the consultancy task and report.
2. Data analysis and sources of information.
3. Reference management tools.
4. Written and spoken communication skills.
5. Completion of the project.

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

### On campus mode

1. Case studies
2. Collaborative learning
3. Problem-based learning
4. Project-based learning.
5. Lectures

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On campus mode:

Learning activity	Number of hours
Lectures	40h.
Independent working	40h.
Oral presentations	3h.
Case studies and problem solving	10h.
Group work	20h.
Knowledge tests	2h.

Tutorials	20h.
Essays/Projects	15h.
<b>TOTAL</b>	<b>150h.</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

**On campus mode:**

Assessment system	% Minimum	% Maximum
Knowledge tests	25%	30%
Case studies and problem solving	15%	20%
Essays/Projects	10%	35%
Oral presentations	10%	15%
Student reflective journal	0%	10%
Performance observation	0%	10%
Active participation in class, debates and forums	0%	10%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 out of 10.0 as the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

## 8. TIMELINE

This section details the timeline and submission dates for the assessment activities in this subject area.

Assessment activities	Date
Submission of major entrepreneurs' activity	Week 1
Business plan submission 1	Week 2
Business plan submission 2	Week 3
Business plan submission 3	Week 4
Business plan submission 4	Week 5
Business plan submission 5	Week 6
Business plan submission 6	Week 7
Business plan submission 7	Week 8
Business plan submission 8	Week 10
Business plan submission 9	Week 11
Business plan submission 10	Week 12
Business plan submission 11	Week 13
Business plan submission 12	Week 14
Business plan submission 14	Week 15
Business plan submission 15	Week 16
Final exam	Week 17
Business plan final submission	Week 18

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time via the appropriate channels.

## 9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- Bland, D. J. (2020). Testing Business Ideas: A Field Guide for Rapid Experimentation . New Jersey: Wiley Publications.
- Osterwalder, A. (2011). Generación de modelos de negocio. Barcelona: Deusto S.A. Ediciones.
- Osterwalder, A., & Pigneur, Y. (2020). The Invincible Company: How to Constantly Reinvent Your Organization with Inspiration From the World's Best Business Models . New Jersey: Wiley Publications.
- Osterwalder, A., & Pigneur, I. (2020). Value Proposition Design: How to Create Products and Services Customers Want. New Jersey: Wiley Publications.

A specific complementary bibliography for each learning unit will be provided over the year.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI, by the acronym in Spanish) offers support to our students throughout their university experience to help them achieve their academic goals. Our work also centres around the inclusion of students with special educational needs, accessibility for all on the different university campuses and equal opportunities.

This Unit offers students:

1. Support and follow-up by means of personal counselling and plans for students who need to improve their academic performance.
2. With regard to support for diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with special educational needs, thus pursuing equal opportunities for all students.
3. We offer students a variety of extracurricular learning resources for developing different skills to enrich their personal and professional development.
4. Career guidance through the provision of tools and counselling to students with career doubts or who believe they have made a mistake in their choice of qualification.

Students who need educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.