COURSE DATA

DATA SUBJECT

Code: 36510
Name: Digital Business Creation
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1332 - Degree in Business Intelligence and Analytics	Facultat d'Economia	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1332 - Degree in Business Intelligence and Analytics	Creación de Empresas Digitales	COMPULSORY

COORDINATION

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SUMMARY

In increasingly globalised and competitive environments, the figure of the entrepreneur takes on a leading role in the economic and social context of a community. In fact, entrepreneurs are people who, with the capacity for initiative and in an innovative way, develop activities that involve an unknown risk. In the specific field of business activity, the entrepreneur is the person who, through innovation, risk-taking and the detection and exploitation of opportunities, creates a company and makes it dynamic. The subject \\\" Digital Business Creation\\\" aims to instil the entrepreneurial spirit in students and enable them to face the creation and management of new companies with greater chances of success.What is a Digital Startup? According to Steve Blank and Bob Dorf, \\\"The Startup is a temporary organisation designed to pursue a repeatable and scalable business model\\\". We can add that it usually needs one or several rounds of funding before generating revenue. They are initially managed by a handful of founders and funded by investors. Startups work to develop, test and commercialise their ideas. A startup is called digital when its main assets are linked to technology investments.

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

COMPETENCES / LEARNING OUTCOMES

1332 - Degree in Business Intelligence and Analytics

Be able to analyse and search for information from diverse sources.

Be able to define, solve and present complex problems systemically.

Be able to learn autonomously.

Be able to plan, organise, monitor and evaluate the implementation of business strategies.

Be able to use ICT, both in academia and in professional practice.

Be able to work in a team demonstrating commitment to quality, ethics, equality and social responsibility.

Demonstrate skills for analysis and synthesis.

Reach strategic diagnoses in complex and uncertain environments using appropriate methodologies.

Set goals and design strategies in digital companies taking account of the implications and needs deriving from them.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Understand and evaluate the characteristics and usefulness of the different corporate and competitive strategies of digital companies.

Understand the impact of economic, political-legal, socio-cultural, technological and environmental variables on business activity.

Understand the systemic nature of the digital company.

Use analytical and quantitative methods to analyse and interpret the financial statements of organisations.

DESCRIPTION OF CONTENTS

1. Entrepreneurship and Startup

1.1. Entrepreneurship

1.2. Corporate Venturing
1.3. Types of start-ups

2. Tools to formulate your idea, project, business

2.1. Design Thinking
2.2. Canvas Model
2.3. Lean start-up model

3. Business Plan

3.1. Executive summary and company description
3.2. Market study
3.3. Technical study. Operations plan
3.4. Business organisation
3.5. Marketing plan
3.6. Start up and other aspects
3.7. Economic and financial plan

4. Financing and supporting new businesses

4.1. Financing tools
4.2. Institutions and measures to support entrepreneurship
4.3. Incubators and accelerators

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Computer classroom practice	30,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	30,00
Individual or group project	60,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00

Total hours	**90,00**

TEACHING METHODOLOGY

The teaching methodology to be used in the subject will be eminently applied, so that the theoretical and practical duration of the sessions will be adjusted to the programme, the visits, and lectures to be attended and the evolution of the work to be carried out.

Theoretical sessions will mainly use expository teaching methods, in which student participation will be encouraged by means of questions, opinions and answers to questions posed by the lecturer.

For the practical sessions, a wide variety of participative didactic forms will be used, such as the resolution of cases; role-playing; exercises in the application of tools; oral and written presentations; debates, multimedia presentations, etc.

Students will be encouraged to search and filter information, materials, and documentation from databases, preferably those available at the University of Valencia.

There are a wide variety of generative artificial intelligence (AI) tools that can be very useful in the classroom. Knowing the advantages and disadvantages of their use is essential for learning.

- AI does not think, AI is intelligent because it does things that are difficult for us to do.

- AI has to be asked the right questions, it does not guess. It is necessary to guide it in a conversational process, for which it is necessary to have the knowledge that makes it possible to correctly write the questions (prompts) and to be able to confirm that what the AI answers is correct.

- It is very important to be aware that these systems often generate, in a very convincing way, apparently coherent and correct content, but which is false or contains errors that an expert will not take long to detect. For this reason, we should ask for the sources used by the tool to give us the answer. In this way we can check the veracity of these sources.

For all these reasons, the following considerations should be followed throughout the course:

As a general rule, it is not allowed to use generative AI tools to achieve the main objective of the assessment activities.

The teacher will explicitly indicate under which conditions and for which type of activities the use of GAI is allowed or limited.

In case the student uses a generative AI tool, he/she has to indicate this in the submitted work. A footnote or appendix must be submitted including the input (prompt) used as well as its different modifications and a fragment of the most relevant text of the answer.

EVALUATION

Students will form groups of maximum 3-4 components that will work together throughout the semester. Each group will come up with a business idea related to the digital world, DATA AND DATA-RELATED TOOLS STUDIED DURING THE DEGREE WILL BE STRONGLY APPRAISED and which they will work on to confirm that it is viable. They will use all the tools explained during the course and previous courses in different subjects. Once the idea and the business model have been defined, they will prepare a complete business plan.

Throughout the course, the different business ideas will be presented partially or because of the application of some tools for discussion and improvement through contributions from classmates.

There will be a tutored follow-up of the work on the dates indicated for this purpose in the course planning, which will also form part of the final assessment (1 point).

Throughout the course, visits to entrepreneurship spaces and mandatory seminars will be organized. A penalty of one point will be applied for each non-attendance.

The different business plans will be presented publicly, and the presentations (posters and pitches) will be evaluated by a panel made up of lecturers and external experts on the day of the exam. The complete documentation submitted will be evaluated following the rubric posted in the virtual classroom.

In case the work gets a failing grade, the group must improve the work to deliver it in the second call enabled for this purpose by the faculty.

REFERENCES

- Castro Albacéns, I. (2016). De la start-up a la empresa. Ed. Pirámide. Madrid.
- March, I. (2010). Innovadores o vencidos: tiempo de emprender en la nueva economía. Universitat de València. Valencia.
- Hisrich, R., Peters, M. & Shepherd, D. (2019). Entrepreneurship, 11th Edition, Mc Graw Hill, NY
- Barringer, B. & Ireland, R. (2017), Entrepreneurship. Successfully launching new ventures, 5th Edition, Pearson, NY
- Blank, S. (2013), The four steps to the Epiphany, 2nd edition
- Osterwalder, A., Pygneur, I. (2009), Business Model generation, self- published

- Ries, E. (2011) The Lean start-up, Crown Publishers