1. OVERVIEW

Subject area	Personal and Professional Effectiveness
Degree	Bachelor's Degree in Computer Engineering
School/Faculty	Architecture, Engineering and Design
Year	First
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery mode	On campus / Online
Semester	First semester
Year	2022/2023
Coordinating professor	Pedro J. Lara

2. INTRODUCTION

This subject area belongs to the Transversal Knowledge Module, formed by the following subject areas:

- Personal and Professional Effectiveness
- Relational Impact and Influence
- Entrepreneurial Leadership

These skills aim to train students in non-technical aspects that will help them in their professional and personal development.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

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

- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, by the acronym in Spanish):

• CT1 - Independent learning: Ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what has been learnt.
• CT3 - Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
• CT7 - Awareness of ethical values: Ability to think and act in line with universal principles based on the individual's value, contributing to his/her full development and involving commitment to certain social values.
• CT9 - Interpersonal relationship skills: Ability to maintain positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what you want, think or feel without discomforting, offending or harming the feelings of other people.
• CT11 – Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
• CT16 - Decision making: Ability to choose between different options or methods to effectively solve varied situations or problems.
• CT17 - Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations in order to reach common goals.

General Skills (CG, by the acronym in Spanish):

- CG9. Ability to solve problems using initiative, decision-making, independence and creativity. Ability to communicate and transfer the knowledge, abilities and skills of a Technical Engineer in Computer Science.

- CG11. Ability to analyse and assess the social and environmental impact of technical solutions, understanding the ethical and professional responsibility of the role of a Technical Engineer in Computer Science.

Specific skills (CE, by the acronym in Spanish):

• CE7 - Ability to design, develop, select and assess applications and computer systems, ensuring their reliability, security and quality, in accordance with the ethical principles and the legislation and regulations in force.

• CE9 - Ability to understand the importance of negotiation, effective work habits, leadership and communication skills in all software development environments.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To analyse cases related to their professional activity from an ethical point of view, making decisions and defending them rationally.
- RA2: Discern in the face of an ethical dilemma by means of reasoned and justified arguments.
- RA3: Recognise and take on consequences that result from their own and others' actions.
- RA4: Make valuable judgements on one's own attitudes and behaviours, as well as those of others, based on the standards set.
- RA5: Use information, resources and technologies independently to achieve the learning objectives.
- RA6: Apply theoretical knowledge to professional practice.
- RA7: Solve problems based on assumption or information.
- RA8: Demonstrate competence when posing new problems and independently finding solutions to them.
- RA9: Actively participate and collaborate in work groups.
- RA10: Solicit ideas and opinions for joint decisions and plans.
- RA11: Take on shared responsibilities in group projects.
- RA12: Recognise and deal with interpersonal conflicts.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CE9	RA1, RA2, RA3, RA4, RA9, RA10, RA11
CE7	RA5, RA6, RA7, RA8, RA12

4. CONTENTS

The contents of the subject area are as follows:

• Ethical approaches in different fields of professional activity.
• Independent learning and self-regulation in personal life and professional practice.
• Keys for organising and managing individual work and group work.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

• **MD1. Survey on aims and interests.** This survey is used to establish the aims of the subject and gather the student's interests on the subject. We will then make reference to it throughout the year for the students to evaluate the achievement of the aims and interests.
• **MD2. Lectures, subjects of study and seminars.** The "lectures" taught in the on-campus delivery mode are called subjects of study and seminars in the online delivery mode, and are conducted through readings on the topic, technical notes and webinars (which are recorded for students to access).
• **MD4. a) Group investigation** and/or **b) group problem-solving.** This learning method will be used for the development of both declarative and procedural knowledge. In method type a), a different topic will be assigned to each group to be investigated. Later, new groups will be formed with students who have all studied a different topic, and these new groups will be proposed comprehension and problem-solving activities. In method type b), a series of short questions and problems will be proposed to be solved in groups.
• **MD7. Practical case studies**. These will be used for the development of conditional knowledge.

In the online delivery mode, case studies will be used to develop the practical contents of the subject through forums and seminars. This method is also applicable in the classroom for the on-campus modality.

• **MD8. Fieldwork, conferences, visits to companies and institutions.** These will be used for the development of conditional knowledge. In the on campus delivery mode, all these learning methods may be used, while in the online delivery mode, only conferences can be carried out, as they will be available for remote access in real time (via streaming technologies) or recorded and broadcast afterwards.

6. LEARNING ACTIVITIES

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

On campus:

Learning activity (AF, by the acronym in Spanish)	Number of hours
AF1: Lectures, reading on complementary topics and materials, implementation of activities carried out independently and collectively.	50 h
AF2: Debates and seminars with group participation	25h
AF3: Autonomous learning	50 h
AF4: Tutorials, academic monitoring and assessment	25 h
TOTAL	**150 h**

Online:

Learning activity (AF, by the acronym in Spanish)	Number of hours
AF6: Lectures, reading on complementary topics and materials, implementation	50 h

of activities carried out independently and collectively.	
AF7: Group work, debates and seminars with group participation	25h
AF3: Autonomous learning	50 h
AF8: Tutorials, academic monitoring and assessment	25 h
TOTAL	**150 h**

7. ASSESSMENT

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

On campus:

Assessment system	Weightin
Objective tests: in-class assessable tasks carried out individually.	30
Activities delivered individually and/or in groups (papers, arguments, written arguments, information search and reflective diary)	30
Reflection activities, Out-of-class activities and Participation in debates and forums inside and outside the classroom.	40

Online:

Assessment system	Weightin
Knowledge tests, exams, test.	60
Activities delivered individually and/or in groups (papers, arguments, written arguments, information search and reflective diary)	20
Reflection activities: Development of mind maps and reflective diaries. Attendance and Participation in activities such as conferences, seminars, forums, etc.	5
Evaluation of basic skills (which may be spread over the rest of the assessments)	5
Presentations and project defences	10

On the Campus Virtual, when you open the subject area, you will find all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

In order to pass the ordinary exam period, you must:
• Pass the objective tests with a grade of at least 5.

• Achieve an average grade of at least 5 in the subject area's deliverable activities.
• Have a minimum of 50% attendance.
The grade in the ordinary exam period will appear as NP (No grade reported) if the student fails to submit any assessable task which counts towards the weighted average.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period, you must:

• Pass the objective tests with a grade of at least 5.
• Re-submit all the deliverable activities failed in the ordinary exam period and achieve an average grade of at least 5.

All activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the teacher.

The grade in the ordinary exam period will appear as NP (No grade reported) if the student fails to submit any assessable task which counts towards the weighted average.

8. TIMELINE

The timeline with submission dates for the assessable tasks in this subject area will be indicated in this section:

Assessable tasks	Date
In-class experiential activities carried out individually	Weeks 1–18
Information search and synthesis activities for debates and presentations	Weeks 3–18
Reflection activities (development of mind maps and reflective diaries)	Weeks 1–18
Out-of-class activities	Weeks 1–18
Participation in classroom and forum debates	Weeks 1–18

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

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

• "Ethics, Technology & Engineering" Ibo Van de Poel & Lamber Royakkers, 2011
• "The 7 Habits of Highly Effective People" Stephen Covey, 1989
• "Ética para Amador" Fernando Savater 1991
• "El Mundo de Sofía" Jostein Gaarder 1991

10. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. SATISFACTION SURVEYS

Your opinion matters!

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

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

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

Many thanks for taking part.