

1. BASIC INFORMATION

Course	Design and Management of International Projects
Degree program	Bachelor's Degree in International Relations and Law
School	School of Social Sciences
Year	Fifth Year
ECTS	3 ECTS
Credit type	Compulsory
Language(s)	English
Delivery mode	Face-to-face
Semester	First Semester
Academic year	2025/2026
Coordinating professor	PhD. Thomas Kruiper

2. PRESENTATION

This course is designed to present students with a deeper understanding international project management, specifically within the international development sector and NGO projects that take place within the sector. The first part of the course in an academic overview of the major themes and concepts that surround development cooperation. The second part is designed as a practical simulation of an external evaluation of an NGO project in Liberia.

Block one presents an overview of the size of the sector in different sending and receiving countries, as well as putting in perspective the different sub-sectors that exist within the development sector, including healthcare, water & sanitation, agricultural development, support to entrepreneurs and small and medium enterprises, governance, peace building, and gender empowerment. Block 1 also focuses on the difficult relationship between donors, NGO's, and local recipients of aid, leading to conflicts of interests and awkward incentives for all parties involved.

Block two is designed as a practical simulation of an external evaluation of a peacebuilding project in Liberia. Students will be given an overview of the NGO project's objectives and main activities, as well as a logical framework that spells out a list of specific indicators that need to be measured. Based on this information, students will design research tools to collect field-data from Liberian aid-recipients that participated in the project. Subsequently, students will analyze the collected data and write an evaluation report in line with the logical framework of the NGO project.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 – Students possess and demonstrate their knowledge in an area that departs from a level of secondary education and is based on advanced textbooks, and also includes aspects that imply knowledge of their field of study.
- CB2 – Students know how to apply knowledge from their field of study, work, or vocation in a professional manner and possess competencies that are demonstrated by elaborating and constructing arguments relevant to the main concepts of the course. Students show problem-solving skills.
- CB3 – Students have the capacity to combine and interpret relevant data and content within the course and can analyse, judge, and reflect upon issues and case studies related to the course topic.
- CB4 – Students can transmit information, ideas, problems, and solutions to an audience, whether specialized or not.
- CB5 – Students develop learning abilities necessary to understand future studies with a great deal of autonomy.

Cross-curricular competencies:

- CC1 - Autonomous Learning: Ability to choose the strategies, tools and moments that he/she considers most effective to learn and independently put into practice what he/she has learned.
- CC2 - Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we are capable of doing the things and challenges that are posed to us.
- CC6 - Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral that which is carried out through words and gestures and written, through writing and/or graphic supports.
- CC7 - Awareness of ethical values: Ability to think and act according to universal principles based on the value of the
- person that are aimed at their full development and that entails a commitment to certain social values.
- CC8 - Information management: Ability to search, select, analyze and integrate information from diverse sources.
- CC10 - Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or random actions. Ability to anticipate problems, propose improvements and persevere in achieving them. Preference for assuming and carrying out activities.
- CC11 - Time planning and management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.
- CC18 - Use of information and communication technologies (ICTs): Ability to effectively use information and communication technologies as a tool for searching, processing and storing information, as well as for the development of communication skills.

Specific competencies:

- SC02 - Knowing the international legal framework and its regulation through treaties, conventions, agreements and resolutions.
- SC13 - Define and implement development objectives in international cooperation agencies and organizations.
- SC18 - Generate, develop and consolidate basic level projects.
- SC19 - Interpret and analyze legal texts.
- SC25 - Identify and relate with different international actors.

Learning outcomes:

- LO1: The student will be able to know and understand the basic aspects of ethics applied to international activities.

- LO2: Will be able to inform, evaluate and assess current events and situations as well as deal with dispersed and global sources in a coherent manner.
- LO3: Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to the value of its use.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB3, CB4, CC2, CC7, SC02, SC13	LO1: The student will be able to know and understand the basic aspects of ethics applied to international activities.
CB2, CB3, CB4, CC6, CC8, CC10, SC18, SC25	LO2: Will be able to inform, evaluate and assess current events and situations as well as deal with dispersed and global sources in a coherent manner.
CB3, CB5, CC8, CC11, CC18, SC18	LO3: Will be able to criticize sources and evaluate their usefulness as well as prioritize information according to the value of its use.

4. CONTENT

Main characteristics of international projects: objectives, phases, allocation of resources, coordination, etc. Training base for FPG.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative Learning
- Challenge-Based Learning (PBL)
- Simulation Environments
- Case Studies

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Group tutorials	9
Lectures	12
Asynchronous lectures	4
Case analyses	8
Problem solving	5
Reports and written papers	5
Oral presentations	2

Discussions and colloquiums	4
Autonomous work	25
Face-to-face tests of knowledge	1
TOTAL	75

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge Assessment	30%
Oral expositions	20%
Portfolio	25%
Individual assignments	25%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First evaluation period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second evaluation period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Evaluated activities	Deadline
Knowledge Assessment	10-25 January (exact date tbd)
Oral expositions	Week 4 (during class)
Portfolio	Week 4, 8, 12, 15
Individual assignments	Week 15 (Friday 23:59)

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Chaturvedi et al. 2021. *The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda*. London, Palgrave MacMillan. <https://doi.org/10.1007/978-3-030-57938-8>
- Liberia TVET Policy 2022-2027
- IECD – STRIVE: Project Documentation (available on Canvas)

All course readings and other materials will be provided in PDF or video-format on Canvas.

10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.