

1. BASIC DETAILS

Subject	Environmental Risks and Climate Change
Qualification	Bachelor's Degree in International Relations
School/Faculty	Social Sciences and Communication
Year	Fourth
ECTS	6 ECTS
Type	Mandatory
Language(s)	Spanish / English
Modality	Campus-based
Semester	S7
Academic year	2024/2025
Coordinating professor	Gloria María Canales Vargas

2. PRESENTATION

The Environmental Risks and Climate Change course completes the student's training in an area of vital importance. Based on the knowledge acquired in previous courses, this course takes steps to overcome the watertight nature that is often attributed to the different legal disciplines (constitutional, criminal, administrative, etc.) to address a problem of a global nature in both its thematic aspects, as well as in the nature of the regulatory instruments necessary for the design of effective strategies.

Moreover, environmental matters confront students with the limitations of national and international legal regulation and prompt them to question the role of the individual and his or her awareness as an effective way to consider a problem of global scope.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.
- BC5: Students have developed the learning skills needed to undertake subsequent studies in a highly independent way.

Cross-cutting competencies:

- CC5: Ability to apply the knowledge to practice, using the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being educated.
- CC7: Awareness of ethical values. Ability to think and act according to universal principles based on valuing people in a way that aims at the development of their full potential and which involves a commitment to certain social values.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC18: Use of information and communication technologies (ITC). Ability to effectively use information and communication technologies as a tool for the search, processing and storage of information, as well as for the development of communication skills.

Specific competencies:

- SC12: Ability to understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.
- SC15: Ability to make use of different sources and channels of information.

Learning outcomes:

- LO1: Students will be able to contribute to the design of sustainable growth policies that promote equality, reduce poverty, promote citizen participation and enhance democratization processes.
- LO2: Students will be able to define and implement development targets in international cooperation agencies and organizations.
- LO3: Students will be able to contribute to the design of sustainable growth policies that promote equality, reduce poverty, promote citizen participation and enhance democratization processes.
- LO4: Students will be able to make use of investigative techniques to identify problems.
- LO5: Students will understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.
- LO6: Students will be able to analyze legal and economic problems related to environmental problems at national, European and international level.
- LO7: Students will be able to integrate knowledge to understand the concept of sustainable development.
- LO8: Students will be able to assess and apply principles of social responsibility in a company, paying particular attention to environmental management, oriented to compliance with current legislation and as a source of opportunities to strengthen the image and the production process in the company.
- LO9: Students will be able to analyze, integrate and evaluate information from the legal and socio-economic environment necessary for decision-making.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC2, BC4, CC7, SC12	LO1, LO2, LO3
BC2, BC3, CC5, CC7, CC12, CC18, SC12, SC15	LO4, LO5, LO6, LO7
BC2, BC3, BC4, BC5, CC5, CC7, SC12, CC12,	LO8, LO9

4. CONTENTS

- Introduction to environmental issues and analysis of the concept of climate change.
- Environmental hazards and risks. Concepts and study methods. Importance of environmental risks.
- Situation in Spain and Europe.
- Risks and the context of global dynamics, energies and changes.
- Current environmental problems and future perspectives.
- Climate change: case studies.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Master classes
- Cooperative learning
- Project-based learning

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Developing actions aimed at raising student awareness of ethical values and social responsibility	25
Independent work	43
Knowledge integration test	5
Resolution of case studies (fictitious and real)	25
TOTAL	150

7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

Campus-based modality:

Assessment system	Weighting
Evaluation of the participation in face-to-face classes, seminars, or work presentations that are called. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene, or the viewing of videos, will be part of the evaluation.	40%
Evaluation of group work.	10%
Evaluation of individual work and activities.	10%
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	40%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 5 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Assignment 1. Individual. Text commentary	Weeks 6-7
Assignment 2. Group work	Weeks 9-10
Assignment 3. Individual. Resolution of a case study	Weeks 14-15
Assignment 4. Final test	Weeks 18-19

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference text for this subject is:

- Sánchez Morón, M. *Derecho Administrativo Parte General*, Madrid: Tecnos, latest edition.

The recommended bibliography is as follows:

- Burzaco Samper, M.: *Esquemas de Contratación Pública* Dykinson, Madrid, latest edition.
- Boletín Oficial del Estado: *Código de Contratos del Sector Público*, latest edition.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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.

From this unit we offer to our students:

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@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

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

Thank you very much for your participation.