

## 1. BASIC DETAILS

<b>Subject</b>	Design and Management of International Projects
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/Faculty</b>	Social Sciences and Communication
<b>Year</b>	Fourth
<b>ECTS</b>	3 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	Spanish / English
<b>Modality</b>	Campus-based
<b>Semester</b>	S8
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	PhD Graciela Rico

## 2. PRESENTATION

The subject of Design and Management of International Projects equips students with the theoretical elements and practical skills necessary to understand and undertake project management at the international level, through the development of skills and abilities that will give them the tools and strategies essential to understanding and analyzing the complexity of the company.

## 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.

### Cross-cutting competencies:

- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- 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.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.

- CC9: Skills in interpersonal relationships. Ability to relate positively with other people through verbal and non-verbal means, through assertive communication, understanding this as the ability to express or transmit what is wanted, what is thought or felt without disturbing, attacking or hurting the feelings of the other person.
- CC10: Initiative and entrepreneurial spirit. Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Willingness to take on and carry out assignments.
- CC17: Teamwork. Ability to integrate into and actively collaborate with other people, areas and/or organizations to attain common goals.

**Specific competencies:**

- SC3: Knowledge of how to make use of research techniques to identify problems.
- SC7: Knowledge of how to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- SC10: Understanding of the basic concepts of international law.
- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC15: Ability to make use of different sources and channels of information.

**Learning outcomes:**

- LO1: Students will know and understand the basic aspects of ethics applied to international activities.
- LO2: Students will be able to inform, evaluate and assess current facts and situations, as well as coherently address scattered and global sources.
- LO3: Students will be able to criticize the sources and evaluate their usefulness, as well as prioritize the information according to its use.
- LO4: Students will be able to negotiate and reach compromises on international problems and conflicts.
- LO5: Students will also have the ability to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.

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

Competencies	Learning outcomes
BC2, BC3, BC4, CC1, CC5, SC3, SC7	LO1: Students will know and understand the basic aspects of ethics applied to international activities.
BC2, BC3, BC4, CC1, CC5, CC10, SC7, SC10, SC14, SC15	LO2: Students will be able to inform, evaluate and assess current facts and situations, as well as coherently address scattered and global sources.
BC3, CC5, SC3, SC7, SC10, SC14, SC15	LO3: Students will be able to criticize the sources and evaluate their usefulness, as well as prioritize the information according to its use.
CC6, CC9, CC17	LO4: Students will be able to negotiate and reach compromises on international problems and conflicts.
	LO5: Students will also have the ability to contribute to the promotion of peace policies and proposals for peaceful solutions to conflicts.

## 4. CONTENTS

- What is a project? Nature. Characteristics.
- Types of projects. In particular, international projects.
- Design and structure of the project: objectives, phases, allocation of resources.
- Project team, planning and coordination.
- Tools for managing projects.
- Training basis for completing the Final Degree Project.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case-based methodology
- Cooperative learning
- Problem-based learning
- Project-based learning
- Master classes

## 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
Activities based on the development of ethical values and social responsibility.	30
Written reports and documents	15
Essays, text commentaries and critical analysis of texts	30
Academic tutorials	10
Analysis and integration of the theoretical-practical contents of the current subject	23
<b>TOTAL</b>	<b>150</b>

## 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.	20%
Evaluation of activities and individual work.	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. Apply knowledge in case studies	Weeks 3-12
Assignment 2. Design an international project	Weeks 3-18
Assignment 3. Objective test	Weeks 3-18

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 recommended bibliography is as follows:

- Biafore, Bonnie; Stover, Teresa. (2012). *Gestión de proyectos en el mundo real*. AnayaMultimedia & Wiley.
- Deresky, Helen. (2011). *International Management. Managing Across Borders and Cultures. Text and Cases. Seventh Edition*. Pearson.
- Drudis, Antonio. (1999). *Gestión de proyectos. Cómo planificarlos, organizarlos y dirigirlos*. Gestión 2000.
- Echeverría Jadraque, Daniel. (2011). *Manual para Project Managers. Como gestionar proyectos con éxito*. Wolters Kluwer.
- Gómez García, José Francisco, et. al. (2000). *Gestión de proyectos*. FC Editorial.
- Gray, Clifford F.; Larson, Erik W. (2008). *Project Management. Fourth Edition*. McGraw-Hill.
- Horine, Gregory M. (2005). *Manual imprescindible de gestión de proyectos*. AnayaMultimedia.
- Kerzner, Harold. (2001). *Project Management. A Systems Approach to Planning, Scheduling, and Controlling. Seventh Edition*. John Wiley & Sons, Inc.

## 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](mailto: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.