Universidad Europea VALENCIA

1. BASIC INFORMATION

Course	Idioma
Degree program	Administración y Dirección de Empresas
School	Social Science
Year	2
ECTS	6
Credit type	Obligatory
Language(s)	English
Delivery mode	On-Campus
Semester	Second
Academic year	2025/26
Coordinating professor	Estefanía Serrano estefania.serrano@universidadeuropea.es

2. PRESENTATION

This subject aims for the student to think, to create, to innovate, to imagine understanding the starting up a successful new company or business with the idea of using innovation at the core of its Business Model and how businesses work, all working in English. From the perspective of the Common European Framework of Reference for Languages, and the descriptors of the level of independent user (B2), the sessions will be organized around improving the student's reading and writing skills and oral comprehension and expression. As a subject focused on English for Business, the Sustainable Development Goals of The United Nations 2030 Agenda for Sustainable Development related to this area constitute part of the course.

3. LEARNING OUTCOMES

LEARNING OUTCOMES OF THE DEGREE PROGRAMME

Skills
SK05: Effective communication and negotiation skills in the professional environment of the business administrationEffective communication and negotiation skills in the professional environment of business administration

Competences
CP07: Ability to analyse, integrate and evaluate information from the socio-cultural environment, necessary for decision-making.

CPT01: Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way.

CPT02: Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication.

CPT05: Cooperate with others in achieving a shared objective, participating in an active, empathetic way, listening actively and respecting all members.

CPT07: Adapt to adverse or unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

LEARNING OUTCOME OF THE SUBJECT

- Comprehension of spoken English on topics of general interest and/or related to technical studies.
- Understanding of written texts and reports in English on general and/or technical topics, such as articles, descriptive brochures, manuals, and process descriptions.
- Oral presentation and argumentation on a variety of subjects.
- Writing reports and texts on a wide range of topics.
- Creating multimedia presentations.

4. CONTENT

- Vocabulary related to general, current, and field-specific topics.
- Grammatical and communicative structures in English.
- Listening comprehension of materials on general-interest and/or field-specific topics.
- Key elements of an effective multimedia presentation in English.
- Oral and written communication in English.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
Case based learning
Problem based Learning
Project based Learning

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Case Studies and Problem based Learning Activities	30
Participatory group activities	20
Assignments/Projects	20

Oral Presentations	5
Tutorial	25
Autonomous Study	50
TOTAL	**150**

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Pruebas presenciales de conocimiento	50
Proyectos	40
Exposiciones	10

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 exam period

Continuous assessment:

Assessment system	Weight
Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Guided projects in the classroom (5%) Writing work x 2 (20%) Glossary x 1 (5%)	30%
Total	100%

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 exam period

CC	Weight
Knowledge tests: -Written Test x 1 (30%) -Oral Test x 1 (20%)	50%
Oral Presentations: -Oral presentation x1	20%
Assignments/Projects: Writing work x 2 (20%) Glossary x 1 (10%)	30%
Total	100%

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:

Assessable activities	Deadline
Knowledge tests	Week 14 – Oral test Week 15 – Written test
Oral presentation (20%)	Week 8
Assignments / Projects: -Writings (x2) 20% -Guided projects in the classroom 5% + 1 Glossary 5%	Week 3 - writing 1 10% Week 9 - writing 2 10% Week 7 - Glossary

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 recommended Bibliography is:

1. Barlow, J. (2005). Gestión del estrés. Barcelona: Gestión 2000.

2. Bayón Mariné, F. (2002). *Organizaciones y Recursos Humanos*. Madrid: Síntesis.

3. Canto Ortiz, JM. (2000). *Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos*. Málaga: Aljibe.

4. Cibanal JL. (2003). *Técnicas de Comunicación y Relación de Ayuda en Ciencias de la Salud*. Madrid: Elsevier.

5. Coelho, P. (2012). El alquimista. Barcelona: Planeta.

6. Covey, S. (1999). *Los 7 hábitos de la gente altamente efectiva*. Paidós Empresa.

7. Darwin, C. (1946). *La expresión y las emociones en el hombre y en los animales*. Madrid: Alianza Editorial.

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9. Dolan, S. L. M., Dolan, I. S. L., & Martín, I. (2000). *Los 10 mandamientos para la dirección de personas*. Barcelona: Gestión 2000.

10. Fernández Balmón, M. (2015). *Comunicación efectiva y trabajo en equipo*. España: S.A. Ediciones Paraninfo.

11. Fisher, R., Ury, W. & Patton, B. (1998). *Obtenga el sí. El arte de negociar sin ceder*. Barcelona: Gestión 2000.

12. Gil, F & Alcocer, CM (2004). *Introducción a la psicología de los grupos*. Madrid: Psicología Pirámide.

13. Goleman, D. (1995). Inteligencia emocional. Barcelona: Kairós.

14. Johnson, S., & Indriago, H. (2000). ¿Quién se ha llevado mi queso? (Vol. 35). Barcelona: Urano.

15. Muñoz, M. & Bermejo, M. (2015). Entrenamientos En Inoculación De Estrés. Madrid: Síntesis.

16. Sartain, L. & Finney M. (2005). *Recursos Humanos desde el corazón: cómo construir grandes empresas a la medida de las personas*. Bilbao: Deusto.

17. Trechera, JL. (2003). *Trabajar en equipo: talento y talante: técnicas de dinámica de grupos.* Bilbao: Desclée de Brouwer, D.L.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, 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.
 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.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.