

1. OVERVIEW

Subject Area	PROFESSIONAL ETHICS AND EFFICIENCY
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	First
ECTS	6 ECTS
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

This subject is part of **MODULE 3: SKILLS DEVELOPMENT IN A SOCIAL AND PROFESSIONAL ENVIRONMENT** within the Degree in Design syllabus. It consists of the following subject areas, each worth 6 ECTS:

- **PROFESSIONAL ETHICS AND EFFICIENCY (CORE)**
- Relational Impact and Influence (Compulsory)
- Creativity Techniques (Compulsory)
- Entrepreneurial Leadership (Compulsory)
- Communications and Marketing (Compulsory)
- Design Management (Compulsory)

The contents of this subject encompass ethical viewpoints in the different fields of professional activity. Independent learning and self-regulation in our personal and professional lives.

Keys to organising and managing teamwork.

Ethics and responsibility in professional practice.

Applicable laws and legislation. Good working conduct in regulated professional specialities and control mechanisms.

Careers in design and their social and environmental impact.

Design for all: a form of integrated and sustainable design.

Professional behaviour and factors which help people in the work environment: responsibility, training, self-motivation, self-management, fortune and simplification.

3. SKILLS AND LEARNING OUTCOMES

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

- 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.

Transversal skills (CT, as per the Spanish acronym):

- CT7: Awareness of ethical values: ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.
- CT9: Interpersonal relationship skills: ability to hold positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what they 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.

Specific skills (CE, as per the Spanish acronym):

- CE12. Ability to make value judgements from an ethical point of view of cases in professional activity.
- CE13. Ability to develop communication skills to effectively share ideas in a work group.
- CE15. Ability to take informed decisions, adapt behaviour to different circumstances and take on a leadership style which suits each situation.
- CE16. Ability to develop critical, creative and reflexive thinking in the professional field of design.
- CE19. Understanding of a professional organisation and the business models associated with the design sector.

Learning outcomes (RA, as per the Spanish acronym):

- RA1: Students will learn to: Analyse cases associated with their professional career from an ethical point of view, making decisions and being able to back them up. Be able to identify good and justified arguments in ethical dilemmas.
- RA2: Recognise and assume any consequences from their own actions or those of others.
- RA3: Make value judgements of their own attitude and behaviour and those of others based on standard norms.
- RA7: Participate and collaborate actively in work teams. Gather ideas and opinions for decision making and group strategies.

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

Skills	Learning outcomes
CB3 CE1, CE15	RA1: Students will learn to: Analyse cases associated with their professional career from an ethical point of view, making decisions and being able to back them up. Be able to identify good and justified arguments in ethical dilemmas.

CT7 CE16, CE19	RA2: Recognise and assume any consequences from their own actions or those of others.
CB3 CT9 CE13, CE14, CE15	RA3: Make value judgements of their own attitude and behaviour and those of others based on standard norms.
CT9 CT11 CE13	RA7: Participate and collaborate actively in work teams. Gather ideas and opinions for decision making and group strategies.

4. CONTENTS

Ethical viewpoints in the different fields of professional activity. Independent learning and self-regulation in our personal and professional lives. Keys to organising and managing teamwork. Ethics and responsibility in professional practice. Applicable laws and legislation. Good working conduct in regulated professional specialities and control mechanisms.

Careers in design and their social and environmental impact. Design for all: a form of integrated and sustainable design. Professional behaviour and factors which help people in the work environment: responsibility, training, self-motivation, self-management, fortune and simplification.

This subject area is divided into 4 learning units (UA as per the Spanish acronym), which are then divided into the following topics:

UNIT 1. ETHICAL VIEWPOINTS IN THE DIFFERENT FIELDS OF PROFESSIONAL ACTIVITY

This unit reflects on the need to include ethical principles in professional industry and, in particular, how they apply to your work in the world of multimedia design.

- Topic 1. Introduction to ethics
- Topic 2. Ethics and human rights
- Topic 3. Ethics and business
- Topic 4. Ethics and the professional digital environment

UNIT 2. INDEPENDENT LEARNING AND SELF-REGULATION IN OUR PERSONAL AND PROFESSIONAL LIVES

The world of work in the 21st century brings about a great deal of change in the particular tasks a graphic and multimedia designer must carry out, together with the training on how to undertake them. Therefore, the capacity for independent learning, self-discipline and the ability to find a suitable work-life balance are essential. This unit aims to guide students so they can successfully achieve this.

- Topic 5. Decision-making from a personal point of view. General concepts.
- Topic 6. Independent learning
- Topic 7. Work- life balance
- Topic 8. Social skills

UNIT 3. KEYS TO ORGANISING AND MANAGING TEAMWORK

Teamwork is essential to a graphic and multimedia designer's development. These teams are usually multidisciplinary and multicultural. Therefore, social skills are required to help the team achieve its objectives and maintain a good working atmosphere among its members and the group's environment.

- Topic 9. Assertiveness
- Topic 10. Active listening and empathy
- Topic 11. Decision-making as a team
- Topic 12. Teamwork and the different roles involved

UNIT 4. KEYS TO ORGANISING AND MANAGING INDIVIDUAL WORK

Time, space and digital communication tools all need specific management and maintenance skills. There is constant change in the working environments within the knowledge society where graphic and multimedia designers will inevitably play a crucial role. This unit aims to provide students with the skills and knowledge necessary to overcome these challenges successfully.

- Topic 13. Managing personal resources
- Topic 14. Change management
- Topic 15. Feedback

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture.
- Collaborative learning.

6. LEARNING ACTIVITIES

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

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	25h
Directed learning, practical exercises and problem-solving	50h
Self-study	50h
Tutorials, academic follow-up and assessment	25h
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Knowledge tests	70%
Submission and/or presentation of projects	30%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary examination period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Introduction to the subject matter / introduction to students / forming of work teams	Week 1
Learning Unit 1. Topic 1. Activity 1	Week 2
Learning Unit 1. Topic 2. Activity 1	Week 3
Learning Unit 1. Topic 3.	Week 4
Learning Unit 1. Topic 4. Activity 1	Week 5
Learning Unit 2. Topic 5. Presentation in public of Activity 1.	Week 6
Learning Unit 2. Topic 6. Activity 2	Week 7

Learning Unit 2. Topic 7.	Week 8
Learning Unit 2. Topic 8. Activity 2	Week 9
Learning Unit 3. Topic 9. Activity 2	Week 10
Learning Unit 3. Topic 10. Presentation in public of Activity 2.	Week 11
Learning Unit 3. Topic 11. Activity 3	Week 12
Learning Unit 3. Topic 12. Activity 3	Week 13
Learning Unit 4. Topic 13.	Week 14
Learning Unit 4. Topic 14. Activity 3.	Week 15
Learning Unit 4. Topic 15. Presentation in public of Activity 3.	Week 16
On-site knowledge test/submission	Week 17

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

9. BIBLIOGRAPHY

The reference work for following this subject area is:

- Braungart, Michael; McDonough William (2005). Cradle to cradle. Rediseñando la forma en que hacemos las cosas. 1era ed. Madrid: McGrawHill.
- Cortina, Adela (2005). Ética. Madrid, AkaL.
- Covey, Stephen R. (1989). Los siete hábitos de la gente altamente efectiva. Paidós.
- Droit, Roger-Pol (2010). La ética explicada a todo el mundo. Paidos Ibérica.
- Forsyth, P. (2005). Cómo administrar su tiempo. Gedisa.
- Jonas, Hans (1995). El principio de responsabilidad. Ensayo de una ética para la civilización tecnológica. 1era ed. Barcelona: Herder.
- Ménard, J. D. (2004). Cómo organizar el tiempo en la vida personal y profesional. Barcelona: Larousse.

The recommended bibliography is indicated below:

- Bauman, Zigmunt (1999). La modernidad líquida. Buenos Aires, Fondo de Cultura Económica.
- Cortina, Adela (2014). ¿Para qué sirve realmente la Ética? Barcelona, Paidos.
- Kahneman, Daniel (2012). Pensar rápido, pensar despacio. Madrid, Debate
- Ordine, Nuncio (2013). La utilidad de lo inútil. Barcelona, Acantilado.
- Pardo, Jose Luis (2010). Nunca fue más hermosa la basura. Barcelona, Galaxia Gutenberg.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

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

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

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

Many thanks for taking part.