Universidad Europea

1. OVERVIEW

Subject Area	Workshop IV: Events design
Degree	Bachelor's Degree in Design
School/Faculty	Faculty of Architecture, Engineering and Design
Year	Third-party
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

Transversal workshop over the three disciplines in the form of a workshop on ephemeral branding. It aims to build an event with impact in the areas of knowledge in these fields and develop a coordinated and solid concept of image.

Based on the principles of spatial and architectural composition, students will develop stage models which can be used in events planning. Imagination and representation work together in an immediate spatial environment. The aim is to find the most suitable spatial framework to represent (both stage design and narrative) imaginative content.

The project process works as a key creative mechanism in events design. The creative process becomes the vehicle for transforming an idea to a spatial reality. It is the connecting thread between spatial imagination and representation.

3. SKILLS AND LEARNING OUTCOMES

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

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- 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.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

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

- CT4: Ability to analyse and synthesize: being able to break down complex problems into manageable blocks; also evaluating alternatives and perspectives to find the ideal solution. Synthesizing to reduce the complexity and better understand the situation and/or solve problems.
- CT5: Ability to put knowledge into practice, using the skills acquired in the academic field in mock situations based faithfully on real life issues in the profession they are studying for.
- CT14: Innovation/Creativity: ability to propose and invent new and original solutions broadening the scope and bringing different aspects to the original problem.
- CT17: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

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

- CE6: Ability to understand the range of applications for the processes of symbolism, semiotics, practical functions, use and ergonomics in design.
- CE11: Ability to apply the technology and tools of graphic design, product and interiors in the different design creation and production phases.
- CE14: Ability to create and develop design projects in digital environments including multimedia and websites.
- CE17: Ability to create and develop design projects which incorporate the ideas of universal accessibility and the removal of architectural barriers.
- CE18: Awareness of the principles of sustainability, preservation of energy, material and environmental resources and ability to apply them to the creation and development of product and interior design projects.

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

- RA5: Understand the interaction between the different disciplines of design so that they can be successfully managed to produce an event or exhibition. Be aware of the project dynamics and creative use of spaces.
- RA6: Develop models of stage sets which are suitable for planning cultural events.
- RA12: Develop advanced projects in the project-based learning area with groups of students from different disciplines and in collaboration with students off architecture and engineering courses.

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

Skills	Learning outcomes
CB2, CB4, CB5 CT4, CT5, CT14, CT17 CE6, CE11, CE14, CE17, CE18	- RA5: Understand the interaction between the different disciplines of design so that they can be successfully managed to produce an event or exhibition. Be aware of the project dynamics and creative use of spaces. - RA6: Develop models of stage sets which are suitable for planning cultural events. - RA12: Develop advanced projects in the project-based learning area with groups of students from different disciplines and in collaboration with students off architecture and engineering courses.

4. CONTENTS

The subject matter is divided into four teaching units.

- Unit 1: Personal brand
- Unit 2: Events design - project 1
- Unit 3: Events analysis - project 2
- Unit 4: Events design - project 3

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture.
- Collaborative learning.
- Learning based on workshop teaching
- Project-based 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	6.25h (on-site)
Directed learning, practical exercises and problem-solving	25h (20% on-site)
Project presentation	12.5h (on-site)
Integrated group project	12.5h (40% on-site)
Research work and projects	62.5h (40% on-site)
Self-study	12.5h (off-site)
Tutorials, academic follow-up and assessment	18.75h (on-site)
TOTAL	150 h

7. ASSESSMENT

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

Assessment method	Weight
Projects	90-100%

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.

No work will be accepted after the deadline has passed. If work is submitted late due to a justified reason, the mark will have a 2-point penalty out of 10.

Missing more than 20% of classes will lead to an automatic fail in the ordinary examination period.

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
Activity 1: Personal brand	Week 1-3
Project 1	Week 1 to 5
Project 2	Week 6 to 9
Project 3	Week 10 to 15

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:

- CUADRADO ESCLAPEZ, C. / RODRIGUEZ CUADRADO,"EL ABC EN LA ORGANIZACION DE EVENTOS". FC. Editorial, 2015

The recommended bibliography is indicated below:

- A.A.V.V. "MANUAL ORGANIZACIÓN DE EVENTOS DE MARKETING Y COMUNICACIÓN". Editorial CEP, 2015.
- CABERO SOTO, Luisa Cristina. "ORGANIZACION DEREUNIONES Y EVENTOS". Paraninfo, 2012.
- FUENTE LAFUENTE, Carlos," MANUAL PRÁCTICO PARA LA ORGANIZACIÓN DE EVENTOS. TÉCNICAS DE ORGANIZACIÓN DE ACTOS I y II". Ediciones Protocolo, 2012.

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.