

## 1. OVERVIEW

<b>Subject Area</b>	University Activities
<b>Degree</b>	Bachelor's Degree in Design
<b>School/Faculty</b>	Faculty of Architecture, Engineering and Design
<b>Year</b>	Fourth
<b>ECTS</b>	6 ECTS
<b>Type</b>	Optional
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	First
<b>Academic Year</b>	2024-2025
<b>Coordinating professor</b>	

## 2. INTRODUCTION

In this subject, students develop their own initiative, sense of responsibility and collective consciousness by participating in a wide range of activities including: cooperation, cultural, sporting, student representation, charity, social initiative, promotion of culture, etc. They will also help to organise activities which will benefit the university as a whole.

## 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.
- 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.
- 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):

- CT1: Independent Learning: the ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT3: Ability to adapt to new circumstances: being able to evaluate and understand different points of view, taking different approaches to suit the situation.
- CT6: Oral or written communication: ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.

- 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.
- CT8: Information processing: ability to seek, choose, analyse and integrate information from diverse sources.
- 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.
- CT10: Initiative and entrepreneurial spirit: ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere in their fulfilment. Willingness to take on and carry out actions.
- CT12: Critical thinking: ability to analyse an idea, occurrence or situation from different perspectives and adopt their own personal viewpoint of it based on scientific rigour and subjective debate rather than from intuition.
- CT15: Responsibility: ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.
- CT17: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

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

- RA1: Organise small businesses and become a member of multidisciplinary teams in large companies.
- RA2: Draw up documents which form part of design projects from a multidisciplinary point of view.
- RA3: Understand the functions and responsibilities of those who intervene in the industrial design process. Be aware of administrative, management and general procedures.
- RA4: Balance work life with studies, work in offices and form part of professional societies and assume the responsibility associated with each activity.
- RA5: Apply and integrate knowledge and skills acquired over the degree course in the field of study associated with becoming a designer and their attributes.
- RA6: Acquire the ability to understand points of view and the needs of the company, client and user.
- RA7: Flexible application of the knowledge acquired during studies in a real working environment.
- RA8: Work in multidisciplinary teams.
- RA9: Solve problems within your study area.
- RA10: Develop people management skills and know how to deal with budgets and responsibilities.

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

CT9, CT10, CT15, CT17	<ul style="list-style-type: none"> <li>• RA1: Organise small businesses and become a member of multidisciplinary teams in large companies.</li> </ul>
CB1, CB3, CT6, CT8	<ul style="list-style-type: none"> <li>• RA2: Draw up documents which form part of design projects from a multidisciplinary point of view.</li> </ul>
CB5, CT1, CT6, CT8	<ul style="list-style-type: none"> <li>• RA3: Understand the functions and responsibilities of those who intervene in the industrial design process. Be aware of administrative, management and general procedures.</li> </ul>

CT3, CT9, CT10, CT17	<ul style="list-style-type: none"> <li>RA4: Balance work life with studies, work in offices and form part of professional societies and assume the responsibility associated with each activity.</li> </ul>
CB1, CB3, CB5 CT1,	<ul style="list-style-type: none"> <li>RA5: Apply and integrate knowledge and skills acquired over the degree course in the field of study associated with becoming a designer and their attributes.</li> </ul>
CT3, CT7, CT9, CT15	<ul style="list-style-type: none"> <li>RA6: Acquire the ability to understand points of view and the needs of the company, client and user.</li> </ul>
CB3, CB5 CT1, CT3	<ul style="list-style-type: none"> <li>RA7: Flexible application of the knowledge acquired during studies in a real working environment.</li> </ul>
CT3, CT9, CT15, CT17	<ul style="list-style-type: none"> <li>RA8: Work in multidisciplinary teams.</li> </ul>
CB3, CT1, CT10, CT12	<ul style="list-style-type: none"> <li>RA9: Solve problems within your study area.</li> </ul>
CT6, CT7, CT8, CT9	<ul style="list-style-type: none"> <li>RA10: Develop people management skills and know how to deal with budgets and responsibilities.</li> </ul>

## 4. CONTENTS

Attendance and participation in some of the following activities:

- Seminars, conferences, and workshops.
- Professional and faculty laboratory sessions.
- Coordination and participation with clubs and student associations.
- Council of delegates (student representation body).
- Cultural passport activities.
- National volunteering.
- Participation in the Development Cooperation project (international volunteering).

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Service 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	150h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

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

**On-campus:**

Assessment method	Weight
Activities report	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.

### 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.

## 8. 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](mailto:orientacioneducativa@universidadeuropea.es)

## 9. 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.