



SUMMARY OF THE GENERIC COMPETENCIES AND THEIR DEVELOPMENT IN UPC UNDERGRADUATE CURRICULA

1. ENTREPRENEURSHIP AND INNOVATION

DEFINITION

Knowing about and understanding how businesses are run and the sciences that govern their activity. Having the ability to understand labor laws and how planning, industrial and marketing strategies, quality and profits relate to each other.

AIMS BY LEVELS

- Level 1. Showing enterprise, acquiring basic knowledge about organizations and becoming familiar with the tools and techniques for generating ideas and managing organizations that make it possible to solve known problems and create opportunities.
- Level 2. Taking initiatives that give rise to opportunities and to new products and solutions, doing so with a vision of process implementation and market understanding, and involving others in projects that have to be carried out.
- Level 3. Using knowledge and strategic skills to set up and manage projects. Applying systemic solutions to complex problems. Devising and managing innovation in organizations.

2. SUSTAINABILITY AND SOCIAL COMMITMENT

DEFINITION

Being aware of and understanding the complexity of social and economic phenomena that characterize the welfare society. Having the ability to relate welfare to globalization and sustainability. Being able to make a balanced use of techniques, technology, the economy and sustainability.

AIMS BY LEVELS

- Level 1. Analyzing the world's situation critically and systemically, while taking an interdisciplinary approach to sustainability and adhering to the principles of sustainable human development. Recognizing the social and environmental implications of a particular professional activity.
- Level 2. Applying sustainability criteria and professional codes of conduct in the design and assessment of technological solutions.
- Level 3. Taking social, economic and environmental factors into account in the application of solutions. Undertaking projects that tie in with human development and sustainability.

3. THIRD LANGUAGE

DEFINITION

Learning a third language, preferably English, to a degree of oral and written fluency that fits in with the future needs of the graduates of each course.

ACQUIRING COMPETENCY

Generic competency in a third language is considered to be acquired in the following cases:

- Attaining at least nine ECTS credits in subjects taught in a third language.
 - Writing and defending a final thesis in a third language.
 - Accrediting at least level B2.2 from the Common European Framework of Reference for Languages.
 - Completing a stay at a foreign university in the framework of a mobility agreement and obtaining a minimum of nine ECTS credits.
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4. EFFICIENT ORAL AND WRITTEN COMMUNICATION

DEFINITION

Communicating verbally and in writing about learning outcomes, thought-building and decision-making. Taking part in debates about issues related to the own field of specialization.

AIMS BY LEVELS

- Level 1. Planning oral communication, answering questions properly and writing straightforward texts that are spelt correctly and are grammatically coherent.
 - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.
 - Level 3. Communicating clearly and efficiently in oral and written presentations. Adapting to audiences and communication aims by using suitable strategies and means.
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5. TEAMWORK

DEFINITION

Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.

AIMS BY LEVELS

- Level 1. Working in a team and making positive contributions once the aims and group and individual responsibilities have been defined. Reaching joint decisions on the strategy to be followed.
- Level 2. Contributing to the consolidation of a team by planning targets and working efficiently to favor communication, task assignment and cohesion.

- Level 3. Managing and making work groups effective. Resolving possible conflicts, valuing working with others, assessing the effectiveness of a team and presenting the final results.

6. EFFECTIVE USE OF INFORMATION RESOURCES

DEFINITION

Managing the acquisition, structure, analysis and display of information from the own field of specialization. Taking a critical stance with regard to the results obtained.

AIMS BY LEVELS

- Level 1. Identifying information needs. Using collections, premises and services that are available for designing and executing simple searches that are suited to the topic.
- Level 2. Designing and executing a good strategy for advanced searches using specialized information resources, once the various parts of an academic document have been identified and bibliographical references provided. Choosing suitable information based on its relevance and quality.
- Level 3. Planning and using the information necessary for an academic assignment (a final thesis, for example) based on a critical appraisal of the information resources used.

7. SELF-DIRECTED LEARNING

DEFINITION

Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.

AIMS BY LEVELS

- Level 1. Completing set tasks within established deadlines. Working with recommended information sources according to the guidelines set by lecturers.
- Level 2: Completing set tasks based on the guidelines set by lecturers. Devoting the time needed to complete each task, including personal contributions and expanding on the recommended information sources.
- Level 3. Applying the knowledge gained in completing a task according to its relevance and importance. Deciding how to carry out a task, the amount of time to be devoted to it and the most suitable information sources.