

**COMILLAS**

UNIVERSIDAD PONTIFICIA

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CIHS

Syllabus**2025 - 2026****FICHA TÉCNICA DE LA ASIGNATURA**

Datos de la asignatura	
Subject name	Learning and Service
Subject code	E000008114
Main program	Diploma in Personal, Communication and Professional Skills
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Third year] Grado en Administración y Dirección de Empresas y Grado en Relaciones Internacionales [Fourth year] Grado en Administración y Dirección de Empresas y Grado en Relaciones Internacionales [Fourth year] Grado en Análisis de Negocios/Business Analytics y Grado en Relaciones Internacionales [Fourth year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Third year] Grado en Análisis de Negocios/Bachelor in Business Analytics [Third year] Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Third year] Grado en Admin. y Dirección de Emp. y Grado en Análisis de Negocios/Bachelor in Business Analytics [Third year] Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Fourth year]
Quarter	Semestral
Credits	3,0 ECTS
Type	Obligatoria (Grado)
Department	Facultad de Ciencias Económicas y Empresariales
Coordinator	Carlos Ballesteros
Schedule	Depends on specific class
Office hours	contactar previamente por email ballesteros@comillas.edu
Course overview	Course of the Diploma of Personal, Communicative and Professional Skills that involves putting the knowledge and skills acquired throughout the degree studies at the service of organizations that work with vulnerable people and/or at risk of exclusion, solving a real management challenge. is a teaching initiative in which we propose to students in the penultimate/final year of the degree in Business Administration and Management (Business Administration and Management) to carry out a project, with real content, for a specific social entity. With this we achieve a. That they apply their knowledge and skills acquired during their studies to the resolution of a social challenge b. That they know other realities, different from those of their usual environment c. That they reflect and open their eyes and minds to how the profession they have chosen can be put at the service of the common good

Datos del profesorado	
Teacher	
Name	Rafael Alba Campillejo
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
EMail	ralba@icade.comillas.edu
Teacher	
Name	Sergio Arranz López
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)



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Office	Consultoria Social Empresarial- OD 201
EMail	sarranz@icade.comillas.edu
Teacher	
Name	Inés Gorospe Tejero
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
Office	Consultoria Social Empresarial- OD 201
EMail	igorospe@icade.comillas.edu
Teacher	
Name	Macarena Morales Pérez
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
EMail	mmoralesp@icade.comillas.edu
Teacher	
Name	Juan Manuel Sevillano Martín
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
Office	Consultoria Social Empresarial- OD 201
EMail	jmsevillano@icade.comillas.edu
Teacher	
Name	María Nieves Solana Díez
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
EMail	mnsolana@icade.comillas.edu
Teacher	
Name	Teresa Patricia Suárez Diz
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
Office	Consultoria Social Empresarial- OD 201
EMail	tpsuares@icade.comillas.edu
Teacher	
Name	Begoña Valderrama Falero
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
EMail	bvalderrama@icade.comillas.edu
Teacher	
Name	Brezo Patricia Sintés González
EMail	bpsintes@comillas.edu
Teacher	
Name	Dulce Eloisa Saldaña Larrondo
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)



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E-Mail	dlarrondo@comillas.edu
Teacher	
Name	Thaís Bueno Rodrigues
Department	Facultad de Ciencias Económicas y Empresariales (ICADE)
E-Mail	tbueno@icade.comillas.edu

DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura

Aportación al perfil profesional de la titulación

The objective of this subject, managed and coordinated by the *ICADE Social Business Consultancy*, is to complete the comprehensive training in values characteristic of our University. Specifically, it is about students knowing how to apply the knowledge and skills acquired throughout the studies of the Bachelor's Degree in Business Administration and Management to specific problems while offering a service to society, with special attention to vulnerable people and/or people at risk of exclusion and their circumstances. In addition, it is intended to introduce reflective elements on how the chosen profession (company manager) can contribute to making this world a good (better) place.

This subject is the last subject to be taken in the Diploma in Personal, Communicative and Professional Skills that COMILLAS offers to all its students. The logic of the same is framed in the rest of the actions aimed at the integral training of the student offered by this University and which, after having deepened in intrapersonal (self-knowledge) and interpersonal (learning to work with other people) skills, now focuses on working towards (or for) others. Service Learning is a subject that applies the knowledge learned to continue learning, doing a service to the community. It is an in-service learning. In addition, it clearly contributes to the achievement of the mission of the Faculty of Science. U.S. and EE: "We train competent, aware, critical and compassionate business leaders to transform the world"

This subject also includes, and evidences, the two basic competencies of the Bachelor's Degree in Business Administration and Management included in the Accreditation Report:

1. Students must know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study
2. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues

Prerrequisitos

None

Competencias - Objetivos



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Competencias

GENERALES

CG02	Resolución de problemas y toma de decisiones
CG03	Capacidad de organización y planificación
CG13	Reconocimiento y respeto a la diversidad y multiculturalidad
CG14	Capacidad para aprender y trabajar autónomamente
CG16	Orientación a la acción y a la calidad
CG17	Capacidad de elaboración y transmisión de ideas, proyectos, informes, soluciones y problemas

ESPECÍFICAS

CE11	Resolver retos reales de organizaciones del Tercer Sector (en sentido amplio) en ámbitos de estrategia, Marketing, Dirección Financiera, Gestión de personas en la organización y en definitiva de cualquier área de la administración y dirección de empresas
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BLOQUES TEMÁTICOS Y CONTENIDOS

Contenidos – Bloques Temáticos

1. **Fundamentals of Service Learning in the business environment.**
2. **How do you work on social consulting projects?**
3. **Vulnerability, social exclusion and quality of life.**
4. **Foundations of the social and solidarity economy**
5. **Business forms for labour integration: special employment centres, insertion companies, social initiative cooperatives.**
6. **The new economies for the common good. Social Impact Economics**

Contenidos Teóricos

1. **Fundamentals of Service Learning in the business environment.**
2. **How do you work on social consulting projects?**
3. **Vulnerability, social exclusion and quality of life.**
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5. **Business forms for labour integration: special employment centres, insertion companies, social initiative cooperatives.**
6. **The new economies for the common good. Social Impact Economics**

Herramientas

1. **¿How do you work on social consulting projects?**
2. **Some notions of work tools in client-based projects (Design Thinking, Kanban, Trello, Slack etc.)**

This subject develops real projects for Third Sector entities, some of which are listed below, by way of example

1. Preparation of the documentation required by the Loyalty Foundation to an NGO to obtain the quality seal



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2. Through Instagram and FB, create a campaign called "We are 100% social" for insertion companies in Madrid
3. Construction of a social balance.
4. Assess the scope of an entity in its fight against poverty, and whether the entity's action is correctly focused on the main needs of the population in a specific territory
5. Analysis of costs and benefits of a social insertion company
6. Design of a home economics course, for individuals or families who are accompanied by a social entity
7. Study on the image of an NGO among young people and proposals to bring volunteering closer to this profile
8. Preparation of proposals for the reuse of food for individuals and families served by an association
9. Design of strategies to promote, increase and improve the collection of private funds.
10. Carrying out a study on the possibilities of Social Investment, existing in the national and international market: sustainable and responsible investment, impact bonds, etc
11. Developing an accounting tutorial for a school in Africa
12. To develop, based on an educational project already created, a management and social business model
13. To design a Social Business Plan for the marketing of products from the COMPORTE network, mainly coffee and chocolate, on the campuses of the University of Comillas.
14. Realization of a feasibility plan for the development of a new line of business specialized in the cleaning and recycling of products of the automotive paint industry of an insertion company
15. Design, plan and execute a public event and/or program of activities aimed at making visible and raising awareness in society about young people who are in situations of social disadvantage,
16. Design of the materials for an 8-hour course on Active Job Search on the Internet that includes technologies, tools and platforms for the active search for employment of young people and people at risk of exclusion.
17. Marketing and business management study of a foundation
18. Technical development of the statistical method for the estimation of victims of trafficking in human beings in the city of Madrid, based on the Multiple Estimation Method promoted by the United Nations Office on Drugs and Crime (UNODC)
19. Project with refugees from Syria for the manufacture and sale of the famous Aleppo soap, an ancient soap made with natural ingredients. The project would consist of making an economic and marketing viability plan,
20. Development of a sales and promotion strategy and argument for the contracting of maintenance, janitorial and cleaning services from the perspective of incorporating social clauses or corporate social responsibility
21. Organization of the spring solidarity fair

METODOLOGÍA DOCENTE

Aspectos metodológicos generales de la asignatura

The work methodology is based almost exclusively on team resolution of management challenges for real entities. It therefore requires leaving the classroom and visiting the assigned project, analyzing the context and interacting with the people of the entity. In addition, a series of keynote sessions are offered that help to reflect on the meaning of the activity carried out and to learn about other business paradigms than the usual ones, focused on the person (social and solidarity economy, economy of the common good, etc.). The subject is taught on a compulsory basis, in the last year of the degree in Business Administration and Management, for a full academic year, (Sept. to May, although the projects may have a shorter duration) and with an estimated dedication by the students of 2 hours per week (30 weeks) of which 70% correspond to the work on the assigned project. Every 30 students approximately is accompanied by a teacher.

The subject is evaluated and graded according to the performance in the assigned project – for which reports may be required from the entities – and through a Folder of Evidence of Individual Learning that each person must complete.

Metodología Presencial: Actividades



The in-class activities involve attending the lecture sessions marked on the calendar and the periodic meetings of each team with their teacher.

These keynote sessions help to reflect on the meaning of the activity carried out and to learn about other business paradigms than the usual, person-centred ones (social and solidarity economy, economy of the common good, etc.).

Metodología No presencial: Actividades

The non-presential activities involve working on the resolution of the assigned challenge/project, for which it is essential to leave the classroom and visit the assigned project, analyze the context, and interact with the people of the entity.

RESUMEN HORAS DE TRABAJO DEL ALUMNO

CLASSROOM HOURS			
Lección magistral	Exposición pública de temas o trabajos	Sesiones tutoriales	
10.00	5.00	15.00	
NON-PRESENTIAL HOURS			
Estudio y análisis de documentación	Realización de trabajos colaborativos	Sesiones tutoriales	Trabajo autónomo sobre contenidos prácticos
10.00	20.00	5.00	10.00
ECTS CREDITS: 3,0 (75,00 hours)			

EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
	<p>The evaluation criteria that will be followed by the teaching team of the subject are:</p> <ol style="list-style-type: none">Descriptive level of experience<ol style="list-style-type: none">Shallow/DeepAnalytical level<ol style="list-style-type: none">From and to the knowledge acquired in the degree in Business Administration	



The student must submit an Individual Learning Report at the end of the course. This subject, based on a student-centred learning model, takes on its meaning when reflection that stimulates critical learning is allowed, facilitated and evaluated (Escofet & Rubio, 2018). Reflection allows the integration of the service performed with academic learning. The proposal for an Individual Learning Evidence Folder, with a weight of 40% in the final grade, is based on these premises.

The format of this Folder is free, but the "Diary of Experiences" or the video clip is recommended as a reference. Whatever the format, it is not intended to keep a simple record, a report of activities carried out, but it is necessary to include reflections (not mere descriptions):

1. About the service performed: social need met, causes and consequences.
2. About the academic content: associated knowledge and skills that have been put into practice.
3. About the profession: professional identity, necessary skills, deontology.
4. About oneself: self-knowledge, emotions, values, feelings.
5. On civic engagement: the meaning of SL in undergraduate studies.

and Administration: It is told, made explicit, used, and its validity and usefulness are analyzed.

2. From the questioning of the causes/effects of the problem addressed: It is understood, the causes and consequences are explained; solutions are sought; new ideas are brought in.

3. Reflective level

1. Reflections on individual growth are provided.
2. Feelings are made explicit (fear, suspicion, prejudice / trust, satisfaction...).
3. Ideas are provided about future professional projection (has the experience helped me to be a better professional?)

4. Critical level

1. Ideas are provided to improve the experience, the subject, oneself.
2. There is a balance between the positive and negative aspects
3. There is serious and well-founded argumentation
5. Formal level (the "How?")
 1. The ideas are presented in an orderly and structured manner.
 2. The presentation is correct, professional, careful.
 3. There is the presence of evidence (graphic, material).
 4. It facilitates enjoyable reading.

6. Ethical level

1. It is treated with respect for the situations and people involved (privacy, dignity...).

40 %

Group self-assessment rubric

accompanied group self-evaluation, where interest and demonstrated assimilation are evaluated. This grade will be made based on a self-assessment rubric that must be completed by the team and also signed by the social entity and the corresponding teacher

project performance

meetings with the community partner

team work

Contents (appropriateness of the provided solution)

Deontology

Follow-up and deadlines

40 %

will be evaluated under the criteria of quality in the



Deliverables	contents, form of presentation and satisfaction of the entity	20 %
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Calificaciones

Grading is made up of **THREE parts** according to the following distribution.

1. **40%** of the final grade will correspond to the **accompanied group self-evaluation**, where interest and demonstrated assimilation are evaluated. This grade will be made based on a self-assessment rubric that must be completed by the team and also signed by the social entity and the corresponding teacher
2. **Another 40%** will correspond to the individual evaluation of each student of their **Learning Evidence Notebook**, to which the report of the project carried out in a group will be attached. This evaluation will take into account originality and creativity, variety of evidence, reflection of learning and critical spirit.
3. **20%** will correspond to the solution provided and will be evaluated under the criteria of quality in the contents and satisfaction of the entity

All work must be submitted either through a folder enabled on the subject's intranet (MoodleRooms) or directly to the teacher in charge of the project. It will be delivered on the scheduled dates, and late deliveries will not be accepted.

In case of failing in the ordinary call, you must take **the extraordinary call** in accordance with a special plan provided by the teaching team of the subject. It will be the student's responsibility to contact his/her teacher so that he/she can provide the corresponding plan.

Special cases (students on exchange, internships, etc.)

The subject is a compulsory subject and as such all students have to take it, with the following exceptions:

1. Individuals who are undertaking a full course exchange will be able to
 1. Search for a subject in the destination country that can be recognized for this subject, with prior authorization from the International Relations Office and the subject coordinator
 2. Take it at another time (5th year of E-6)
2. People who carry out a four-month exchange will have to do so in the four-month period that they are in ICADE.
3. People in 4th E6 who do not do an exchange will take it in the annual version.
4. People **who take a double degree** have this subject recognized
5. People who are doing optional internships in the first semester, full-time **and recognized by the Internship Unit** will have to take the subject in the 2nd semester, and must provide the coordinator of the subject with this authorization in writing

PERMITTED AND DISALLOWED USES OF ARTIFICIAL INTELLIGENCE

The use of AI tools to create complete assignments or relevant parts, without citing the source or tool, or without explicit permission in the assignment description, will be considered plagiarism and will be regulated in accordance with the General Regulations of the University, article 168.2.e: "incurring in actions aimed at falsifying or defrauding the systems of evaluation of academic performance". The consequences of this include "temporary expulsion for up to three months or prohibition from taking examinations at the next session after the imposition of the sanction, in one or more subjects in which the student is enrolled, [...] In addition to receiving a failing grade (0) in the respective subject, [...] [and] prohibition of taking the examination of that matter at the next session". Specifically, in this course, the instructor may allow the use of AI tools for specific course activities, provided that the student adheres to the following obligations

Notwithstanding the above, this teaching team understands that the use of artificial intelligence (AI) tools can offer multiple benefits if used ethically and responsibly. The types of use allowed for this subject are detailed below.



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Writing Support Use of AI to generate drafts, reformulate sentences or correct grammatical and stylistic aspects.

Brainstorming Generation

of initial ideas for essays, projects, or presentations using AI tools.

Abstract and Analysis Obtaining summaries of complex texts or explanations of difficult concepts.

Revision and Improvement Request suggestions from AI to improve the clarity, coherence or structure of a text.

Computer-assisted translation Translation of texts with revision and final editing by the student to ensure accuracy and understanding.

Code or Formulas Assistance in writing or reviewing code, mathematical formulas or logical structures, always with the proper citation.

Critical Reflection on the Use of AI Include a section in the assignment that explains how AI was used, what it contributed to the work, and what its limitations were.

Citation of Tools Clear statement of the AI tools used (e.g., ChatGPT, Copilot, Grammarly), indicating their role in the development of the work.

DISALLOWED USES

Submit work entirely generated by AI Enact a task created entirely by AI as if it were your own, without personal intervention.

Do not cite the tool used Use AI without acknowledging its use or specifying which parts of the work were generated by it.

Using AI when explicitly prohibited Ignoring specific teacher or assignment instructions that prohibit the use of AI.

Font fabrication Include AI-generated citations or references that don't exist or haven't been verified.

Replace critical thinking Use AI to answer thoughtful or analytical questions without providing a personal perspective.

Avoiding the learning process Relying on AI to complete key learning tasks (e.g., solving exercises without understanding them).

Convocatoria Ordinaria

The grade of this subject will be based on the competencies of the same and will be made numerically from 0 to 10. The grade of the different parts of this subject cannot be compensated, and both parts must be passed separately

30% will correspond to group self-evaluation (team members, representative of the entity, teacher), according to the rubric. Include

1. Quality and adequacy of the solution provided
2. Teamwork dynamics (division of tasks, conflict resolution, etc.).

70% will correspond to the preparation of a Learning Evidence Folder (individual) which, in free format, will necessarily include:

1. Application of specific ADE competences
2. APS Subject Competencies
3. Personal reflection
4. Graphic evidence



Evaluation criteria: originality and creativity, variety of evidence, reflection of learning, critical spirit.

All work must be submitted either through a folder enabled on the subject's intranet (MoodleRooms) or directly to the teacher in charge of the project. It will be delivered on the scheduled dates, and late deliveries will not be accepted.

Coonvocatoria extraordinaria

Those students who do not obtain a minimum of 5 in the subject in the ordinary call must carry out an individualized recovery work that will consist of:

1. In the event that the part of the project has been suspended, the realization of a new project, individual and adapted to each case
2. In the event that the Individual Learning Evidence Folder has not been presented, or has not done so with sufficient quality, it must be made repeated.

Posibilidad de reconocimientos de créditos

1. Previously carried out PHC experiences in the business field may be recognized, provided that they have had the prior approval of the teaching team, which will dispense from work on projects but in no case will exempt from the preparation of the Individual Learning Evidence Folder (whose evaluation will account for 100% of the grade)
2. In the case of work on projects whose dimension and magnitude exceeds the credits assigned to this subject, the recognition of up to 3 additional CDSR credits may be considered, in accordance with the regulations in force for such recognition.

Alumnos de/en intercambio

The subject is a compulsory subject and as such all students have to take it, with the following exceptions:

1. Individuals who are undertaking a full course exchange will be able to
 1. Search for a subject in the destination country that can be recognized for this subject, with prior authorization from the International Relations Office and the subject coordinator
 2. Take it at another time (5th year of E-6)
2. People who carry out a four-month exchange will have to do so in the four-month period that they are in ICADE.
3. People in 4th E6 who do not do an exchange will take it in the annual version.
4. People **who take a double degree** have this subject recognized

PLAN DE TRABAJO Y CRONOGRAMA

Activities	Date of realization	Delivery date
How to work in social consulting. Sense of Service-Learning within a Business Degree	week 1-2	
Project allocation Contrabriefing	Week 2-3	
Project Development	week 4 a 26	
Lectures	Approx. 3 during course	



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Meeting with community partners	Approx. 3 during course	
Sharing the development of the projects with the rest of the classmates	Approx. 3 during course	
Final presentation	Week 27-28	
Individual folder completion. Group self-assessment with entity	week 28	

BIBLIOGRAFÍA Y RECURSOS

Bibliografía Básica

- Depending on each Community project Content

Bibliografía Complementaria

- Ballesteros (2016) *Las cuentas de la Vieja. Apuntes para la soberanía y el empoderamiento económico*, Madrid: San Pablo
- Ballesteros (2018) "The Social Business Guidance Unit: a case of Service-Learning within the Ignatian Pedagogy" en Smith B, *Mission-Driven Approaches in Modern Business Education*, Hershey: IGI global
- Felber, C. (2012) *La economía del bien común* Ed. Deusto. Bilbao
- Oström, E. (1990) *Governing the commons* Cambridge University Press, Cambridge
- Prahalad, C., K. (2009) *The fortune at the bottom of the pyramid: eradicating poverty through profits* Prentice-Hall, New Jersey
- Sampedro, J.L. (2009) *Economía humanista: algo más que cifras*, Debate, Madrid
- Sunyer, R. (2015) *Hacia una economía ciudadana* UOC, Barcelona
- Yunnus, M. (2011) *Las empresas sociales: Una nueva dimensión del capitalismo para atender las necesidades más acuciantes de la humanidad*, Paidós Iberica, Barcelona

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<https://servicios.upcomillas.es/sedelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>