

## 5S\_FO\_GRA\_Graphic design projects 3

**Qualification:** Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

**Subject:** Graphic design projects

**Type:** Mandatory Training graphic design

**Credits:** 8 ECTS

**Total hours:** 200h

**Course:** 3

**Hours/week:** 12.5h

**Semester:** 5th

**Face-to-face hours/week:** 5.5h

**Language in which it is taught:** Catalan / Spanish

**Self-employed hours/week:** 7h

**Prerequisites:** It is recommended to have approved Projects 1 and 2.

### 1. Presentation of the subject

In the subject Graphic Design Projects 3, projects will be developed within the scope of editorial design, visual identity design and signage systems design. However, it must be considered that the boundaries between the various specialties are often blurred and, therefore, design proposals will often be worked on in which different areas of graphic design are interrelated.

Regarding editorial design and visual identity design, since an introduction to these areas has already been made in the previous course, more complex projects will be developed at a conceptual, functional and technical-productive level. Within the field of editorial design, as a novelty compared to the previous course, there will also be an approach to the design of editorial products in digital support.

In signage design, the contribution of graphic design makes a space understandable to the user, while giving it identity. A good study of the space, the flows of use and the types of information to be transmitted to the user are the basis of these projects. The system must contemplate the design of the basic elements (typographies, pictograms, color codes, materials, etc.), and their combinations and distributions in the space for efficient implementation. It must foresee the technical solutions that make their installation possible.

The work will always be based on specific projects that may vary in number and complexity. A minimum of three projects are planned, which will be developed following the guidelines established within the Projects subject. The possibility of working on complex projects that encompass more than one of the design specialties covered in the subject is also contemplated.

### 2. Course contents

Identity and corporate image. Global identity programs. Branding and identity signs. Applications. The visual identity manual. Identity design methodology and processes.

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Identity design. Graphic production according to technical-productive requirements.

Signage. Basic elements, criteria and materials. Iconography and typography. Signage systems, applications and corporate signage.

Editorial design: general concepts, typologies, formats and characteristics.

Editorial design: the style book. Design, production and management of an editorial project.

Editorial design methodology and processes.

Analogue and digital publications.

Research methodology for design. The projection process as research.

Definition of the assignment. The graphic design briefing.

Research methodology for design. The projection process as research. Design requirements: use, function, formal-aesthetic and technical-productive.

Graphic design methodology and techniques.

Working hypotheses and selection of ideas taking into account functional, conceptual, symbolic, cultural and technological aspects. Strategies and decision criteria, innovation and quality.

Development of graphic design projects.

Techniques for visualizing ideas.

Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.

### 3. Skills worked on in the subject (Real Decret 633/2010)

| Transversal skills |                                                                                            | Subject | Subject |
|--------------------|--------------------------------------------------------------------------------------------|---------|---------|
| CT-01              | Organize and plan work in an efficient and motivating way.                                 | X       | X       |
| CT-03              | Solve problems and make decisions that meet the objectives of the work being carried out.  | X       | X       |
| CT-06              | Perform self-criticism towards one's own professional and interpersonal performance.       | X       | X       |
| CT-07              | Use communication skills and constructive criticism in teamwork.                           | X       | X       |
| CT-13              | Seek excellence and quality in professional activity.                                      | X       | X       |
| CT-14              | Master the research methodology in the generation of viable projects, ideas and solutions. | X       | X       |

| General skills |                                                                                                                                               | Subject | Subject |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| CG-01          | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. | X       | X       |
| CG-11          | Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.                             | X       | X       |
| CG-17          | Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.                                      | X       | X       |

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| Specific Graphic Design skills |                                                                                                  | Subject | Subject |
|--------------------------------|--------------------------------------------------------------------------------------------------|---------|---------|
| GRA-01                         | Generate, develop and materialize ideas, concepts and images for complex communication programs. | X       | X       |
| GRA-03                         | Understand and use the capacity for meaning of graphic language.                                 | X       | X       |
| GRA-04                         | Master the procedures for creating communicative codes.                                          | X       | X       |
| GRA-06                         | Interrelate formal and symbolic languages with specific functionality.                           | X       | X       |
| GRA-10                         | Apply methods to verify communicative effectiveness.                                             | X       | X       |

### 4. Learning outcomes

| RA  | Description of the learning outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Skills                                               |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| RA1 | Document the topic and context of the project:<br>LO1.1 Apply established document search strategies to obtain significant data.<br>LO1.2 Selects useful information to define the objectives and conditions of the project.<br>LO1.3 Identify the characteristics and methodologies used in the fields of editorial design and visual identity in order to be able to introduce the development of projects at a professional or executive level.<br>LO1.4 Synthesizes the results of the research carried out carefully, both at a graphic and formal level, and at a linguistic level in terms of writing and spelling correction. | CT-14, CG-01                                         |
| RA2 | Organize and define the project assignment:<br>LO2.1 Organizes and correctly interprets documentation to define the objectives and conditions of the project.<br>LO2.2 Apply the proposed methodology to organize and define the assignment.<br>LO2.3 Synthesizes the analysis of information and the definition of the problem accurately and uses appropriate graphic resources.                                                                                                                                                                                                                                                    | CT-01, CG-01                                         |
| RA3 | Generate and select proposals<br>LO3.1 Apply creative methods to search for diverse solutions with the aim of obtaining innovative results.<br>LO3.2 Generates interesting and innovative proposals that solve the design problem posed and that have formal, functional and symbolic coherence.<br>LO3.3 Uses a variety of graphic design resources and tools in the creation stage.<br>LO3.4 Selects the most suitable proposal taking into account functional, conceptual, symbolic, cultural and technological aspects.                                                                                                           | CT-03, CT-06,<br>GRA-06, CG-17,<br>GRA-01,<br>GRA-10 |
| RA4 | Plan and develop the proposal:<br>LO4.1 Uses appropriate methodologies to develop a design proposal in accordance with established objectives and requirements.<br>LO4.2 Designs an effective, creative and viable graphic solution to solve the design problem posed.<br>LO4.3 Skillfully uses design and graphic representation resources and tools and presents the design proposal carefully in terms of form and organization.<br>RA4.4 Resolves projects taking into account technical-productive constraints and creates graphic documents suitable for subsequent reproduction or dissemination.                              | CT-13,CG-11<br>GRA-04,<br>GRA-10                     |
| RA5 | Communicate the project and perform self-criticism:<br>LO5.1 Presents, communicates, defends and argues the project developed.<br>LO5.2 Uses appropriate tools and resources in the presentation of projects.<br>LO5.3 Shows critical capacity towards their own project and knows how to draw conclusions from it.                                                                                                                                                                                                                                                                                                                   | CG-11                                                |
| RA6 | Know how to work in a team to develop design projects, assuming the relevant role within the group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CT-07                                                |

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### 5. Teaching methodologies of the subject

| Code | Typology                       | Description                                                                                                                                                                                       | Apply         |
|------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| MD1  | Conference and/or master class | The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.                                                                 | AF1, AF2, AF3 |
| MD2  | Debate and/or discussion       | The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.                                 | AF1, AF2, AF3 |
| MD3  | Readings and/or comments       | Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.                                                                   | AF1, AF2, AF3 |
| MD5  | Workshops and/or internships   | Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations. | AF1, AF2, AF3 |
| MD6  | Presentations and/or defenses  | Publicly presenting the results of a work, project or research in front of an audience.                                                                                                           | AF1, AF2, AF3 |
| MD7  | Case study                     | Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.         | AF1, AF2, AF3 |
| MD8  | Project work                   | Project or problem based on the real or professional world that needs to be solved independently or in a group.                                                                                   | AF1, AF2, AF3 |
| MD11 | Collaborative work             | Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.                                                            | AF1, AF2, AF3 |
| MD12 | Agile methodologies            | Type of teamwork in which work is carried out in several short periods of time.                                                                                                                   | AF1, AF2, AF3 |
| MD14 | Others                         | Peer assessment                                                                                                                                                                                   | AF1, AF2, AF3 |

### 6. Training activities of the subject

| Code | Description                     | Duration  | Percentage |
|------|---------------------------------|-----------|------------|
| AF1  | Visual identity program project | 4-5 weeks | 35-40%     |
| AF2  | Signaling program project       | 4-5 weeks | 15-30%     |
| AF3  | Publishing project              | 6-7 weeks | 35-45%     |

### 7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones

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set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

### 7.1. Continuous evaluation

#### General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
  - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management,

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and must necessarily include the original with a stamp of the document proving the major cause alleged.

- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

### Specific evaluation criteria within continuous evaluation

Close documentary: 0-10% (RA1)

- Relevance and quality of the sources consulted
- Structure of the analysis
- Spelling, presentation and use of appropriate graphic resources in the presentation of information.

Data interpretation: 0-10% (RA2)

- Ability to synthesize information
- Problem definition
- Visual representation and graphic processing of information

Creation: (10-30% RA3)

- Work process and evolution of the proposals
- Quality of the proposals presented
- Rich use of graphic tools and resources
- Degree of relationship between ideas and concepts that lead to developing working hypotheses

Project development: (20-40% LO4)

- Quality of the proposal at a conceptual, formal, graphic and representational level
- Technical-productive feasibility and economic evaluation
- Quality of the user manual. Content, presentation and organization
- Conclusions and capacity for self-criticism.

Project communication: (15-25% RA5)

- Expression and communication
- Organization and structure of the memory and/or argumentation
- Attractive presentation with the use of appropriate tools and resources

Teamwork: (0-15% RA6)

- Ability to organize tasks and adapt to the group to solve the project.

In the case of very large groups of students, the possibility of only one group of students (which will change) making the oral presentation in each project can be considered.

To be evaluated, it is essential that the teacher has monitored the student's entire work process.

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### Evaluation instruments within continuous evaluation

Rubrics.  
Application exercises.  
Individual and/or group feedback: written or oral.  
Direct observations.  
Observation records.  
Self-assessment.  
Co-evaluation.

## 7.2. Recovery

### General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

### Specific recovery criteria within continuous assessment

The same specific evaluation criteria are maintained as in continuous evaluation.

If an activity is submitted to recover or improve the grade obtained in the first submission, it must be accompanied by a list of the improvements made. The new assessment will replace the previous grade. If deficiencies are detected in the review of this recovery, the grade may be reduced, affecting the final grade for the subject.

To be evaluated, it is essential that the teacher has monitored the student's work process.

### Specific recovery criteria outside of continuous assessment

- Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.
- Students with activities that do not meet the format, content and deadline conditions will have to

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make up the activities outside of continuous assessment.

- To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if not established, the retake can be done during the retake week. In addition to the submission of all course activities, to retake the subject, the teacher requests a complementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This test and/or complementary exercise will have a weight of 30% with respect to the final grade for the course.
- This test may include the contents and skills of the three activities of the subject (AF1, AF2, AF3).
- Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

### Subject recovery instruments outside of continuous assessment

Written and/or practical tests to be completed in the classroom within a certain time.

## 8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

## 9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

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### 10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

### 11. Sources of information and teaching resources

#### Basic bibliography

#### Reference bibliography and other resources

##### Editorial design

- GONZÁLEZ DIÉZ, L. (2001). Basic principles of journalistic design. Madrid: Editorial Universitas.  
HASLAM, A. (2007). Creation, design and production of books. Barcelona: Blume.  
HOCHULI, JOST I KINROSS, ROBIN. (2005). Book design: practice and theory. Valencia: Campgràfic.  
JARDÍ, E. (2007). Twenty-two tips on typography (that some designers will never reveal) Barcelona: Actar.  
JARDÍ, E. (2021). . Barcelona: Gustavo Gili. JARDÍ, E. (2019). How to Make a Book. Barcelona: Arpa.  
MARTÍN ÁLVAREZ, RAQUEL. (2019). Orthotypography for designers. Barcelona: Gustavo Gili.

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OWEN, W. (1991). Magazine Design. Barcelona: Gustavo Gili.  
SAMARA, T. (2016). Designing with and without a grid. Barcelona: Gustavo Gili.  
Corporate identity and image  
CHAVES, N. (1988). Corporate image. Theory and methodology of institutional identification. Barcelona: Gustavo Gili.  
COSTA, J. (2004). Brand image. Barcelona: Paidós.  
COSTA, J. (2013). The Five Pillars of Branding. Barcelona: CPC Editor.  
EVAMY, M. (2008). Logo. Barcelona: Gustavo Gili.  
GONZALEZ SOLAS, J. (2014). Corporate visual identity: the image of our time. Madrid: Síntesis.  
LORENZ, M. (2021). Flexible Visual Systems: The Design Manual for Contemporary Visual Identities. Karlsruhe: Slanted.  
MOLLERUP, P. Marks of excellence (2013). London: Phaidon Press.  
MONO (2004). Corporate Identity, from Brief to Final Solution. Barcelona: Gustavo Gili.  
OLINS, W. (1995). International Corporate Image. Barcelona: Gustavo Gili.  
PHILLIPS, P.L (2006). How to create the perfect design brief. Mexico City, Divine Egg Publications.  
VILLAFANE, J. (2002). Positive Image. Strategic Management of Corporate Image. Madrid: Pirámide.  
VILLAFANE, J. (2004). The professional management of corporate image. Madrid: Pirámide.  
VVAA: Collection of books from the Gestalten Verlag publishing house. The Logos / Two Logos / Three Logos / The Logos 4, The Logos 5, The Logos 6, etc.

### Signaling

R. BAUR AND PARTNERS (2010). Reudi Baur Integral. Berlin: Lars Müller Publishers.  
COSTA, J. (2008). Corporate Signage. Barcelona: Costa Punto.  
PAUL MIJKSENAAR (2008). Wayfinding at Schiphol. Amsterdam, Graphic Design Museum.

### Audiovisuals

WOLF, R. *Project III: Signage and digital signage. Sant Joan de Déu Hospital*. UOC. <https://disseny.recursos.uoc.edu/materials/projecte3/hospital-sant-joan-de-deu/>

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### 12. Content blocks

|                                    |                     |                    |
|------------------------------------|---------------------|--------------------|
| <b>ACTIVITY 1</b>                  | Duration: 4-5 weeks | Weighting: 35<40 % |
| <b>Description of the activity</b> |                     |                    |

Development of a program of **visual identity** for an institution, company, event, entity, etc. The activity includes the development of the visual identity program, the manual or basic rules and the corresponding applications, which will vary depending on the requirements of the project. If deemed relevant, physical models of some of the applications will be delivered.

One or more documents will also be submitted with the results of the documentary search and data interpretation, a brief summary of the evolution of the proposal and the conclusions.

The final artwork or graphic documents of the basic identity signs and, if deemed relevant, of any of the applications must also be submitted.

(One or more projects can be developed within this area of graphic design. Projects in the area of visual identity design can be considered and more complex projects can also be considered in which identity design is worked on in an interrelated way with other areas of graphic design.)

#### Contents

Identity and corporate image. Global identity programs. Branding and identity signs. Applications. The visual identity manual. Identity design methodology and processes.

Identity design. Graphic production according to technical-productive requirements.

Research methodology for design. The projection process as research.

Definition of the assignment. The graphic design briefing.

Research methodology for design. The projection process as research. Design requirements: use, function, formal-aesthetic and technical-productive.

Graphic design methodology and techniques.

Working hypotheses and selection of ideas taking into account functional, conceptual, symbolic, cultural and technological aspects. Strategies and decision criteria, innovation and quality.

Development of graphic design projects.

Techniques for visualizing ideas.

Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.

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| Skills             |                                                                                            |         |         |
|--------------------|--------------------------------------------------------------------------------------------|---------|---------|
| Transversal skills |                                                                                            | Subject | Subject |
| CT-01              | Organize and plan work in an efficient and motivating way.                                 | X       | X       |
| CT-03              | Solve problems and make decisions that meet the objectives of the work being carried out.  | X       | X       |
| CT-06              | Perform self-criticism towards one's own professional and interpersonal performance.       | X       | X       |
| CT-07              | Use communication skills and constructive criticism in teamwork.                           | X       | X       |
| CT-13              | Seek excellence and quality in professional activity.                                      | X       | X       |
| CT-14              | Master the research methodology in the generation of viable projects, ideas and solutions. | X       | X       |

| General skills |                                                                                                                                               | Subject | Subject |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| CG-01          | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. | X       | X       |
| CG-11          | Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.                             | X       | X       |
| CG-17          | Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.                                      | X       | X       |

| Specific Graphic Design skills |                                                                                                  | Subject | Subject |
|--------------------------------|--------------------------------------------------------------------------------------------------|---------|---------|
| GRA-01                         | Generate, develop and materialize ideas, concepts and images for complex communication programs. | X       | X       |
| GRA-03                         | Understand and use the capacity for meaning of graphic language.                                 | X       | X       |
| GRA-04                         | Master the procedures for creating communicative codes.                                          | X       | X       |
| GRA-06                         | Interrelate formal and symbolic languages with specific functionality.                           | X       | X       |
| GRA-10                         | Apply methods to verify communicative effectiveness.                                             | X       | X       |

### Applied teaching methodologies

Described in the subject teaching guide

### Learning outcomes

Described in the subject teaching guide

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### Continuous evaluation

#### Specific evaluation criteria within continuous evaluation

Documentary close-up: (0-10% RA1)

- Relevance and quality of the sources consulted
- Structure of the analysis
- Spelling, presentation and use of appropriate graphic resources in the presentation of information.

Data interpretation: (0-10% LO2)

- Ability to synthesize information
- Problem definition
- Visual representation and graphic processing of information

Creation: (10-30% RA3)

- Work process and evolution of the proposals
- Quality of the proposals presented
- Rich use of graphic tools and resources
- Degree of relationship between ideas and concepts that lead to developing working hypotheses

Project development: (20-40% LO4)

- Quality of the proposal at a conceptual, formal, graphic and representational level
- Technical-productive feasibility and economic evaluation
- Quality of the user manual. Content, presentation and organization
- Conclusions and capacity for self-criticism.

Project communication: (15-25% RA5)

- Expression and communication
- Organization and structure of the memory and/or argumentation
- Attractive presentation with the use of appropriate tools and resources

Teamwork: (0-15% RA6)

- Ability to organize tasks and adapt to the group to solve the project.

In the case of very large groups of students, the possibility of only one group of students (which will change) making the oral presentation in each project can be considered.

#### Evaluation instruments within continuous evaluation

According to the evaluation criteria described in the subject teaching guide

#### Specific recovery criteria within continuous assessment

According to the specific evaluation criteria within the continuous evaluation described in the teaching guide for the subject.

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### **Recovery outside of continuous assessment**

According to the specific criteria for recovery outside the continuous assessment described in the teaching guide for the subject.

### **Specific recovery criteria outside of continuous assessment**

According to the specific recovery criteria outside of continuous assessment described in the subject teaching guide.

### **Recovery instruments outside of continuous assessment**

According to recovery instruments outside of continuous assessment described in the subject teaching guide.

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|                   |                     |                    |
|-------------------|---------------------|--------------------|
| <b>ACTIVITY 2</b> | Duration: 4-5 weeks | Weighting: 15<30 % |
|-------------------|---------------------|--------------------|

### Description of the activity

Development of a **signaling program** for an institution, company, event, organization, etc. The activity includes the development of the signage program, the user manual for the basic elements (directional, identifying, informative, restrictive, ornamental...) and the corresponding applications, which vary depending on the requirements of the project. If deemed relevant, physical models of some of the applications will be delivered. A description of the application system in the proposed space must also be provided. If necessary, visual simulations of the placement of the various signaling elements in the space will be carried out. There will also be a panel with a summary of the entire project.

One or more documents will also be submitted with the results of the documentary search and data interpretation, a brief summary of the evolution of the proposal and the conclusions.

It will also be necessary to submit the basic sign arts of the signaling system and, if considered pertinent, of any of the applications.

(One or more projects can be developed within this area of graphic design. Projects in the field of signage design can be considered, as can more complex projects in which signage is worked on in an interrelated way with identity design or other areas of design.

### Contents

Signage. Basic elements, criteria and materials. Iconography and typography. Signage systems, applications and corporate signage.

Research methodology for design. The projection process as research. The graphic design briefing.

Design requirements: use, function, formal-aesthetic and technical-productive.

Definition of the assignment. The graphic design briefing.

Graphic design methodology and techniques.

Working hypotheses and selection of ideas taking into account functional, conceptual, symbolic, cultural and technological aspects. Strategies and decision criteria, innovation and quality.

Development of graphic design projects.

Techniques for visualizing ideas. Resources and presentation techniques.

Digital technology for presenting the proposal: graphic, audiovisual and interactive resources.

## Guia Docent del Grau en Disseny

| Skills             |                                                                                            |         |         |
|--------------------|--------------------------------------------------------------------------------------------|---------|---------|
| Transversal skills |                                                                                            | Subject | Subject |
| CT-01              | Organize and plan work in an efficient and motivating way.                                 | X       | X       |
| CT-03              | Solve problems and make decisions that meet the objectives of the work being carried out.  | X       | X       |
| CT-06              | Perform self-criticism towards one's own professional and interpersonal performance.       | X       | X       |
| CT-07              | Use communication skills and constructive criticism in teamwork.                           | X       | X       |
| CT-13              | Seek excellence and quality in professional activity.                                      | X       | X       |
| CT-14              | Master the research methodology in the generation of viable projects, ideas and solutions. | X       | X       |

| General skills |                                                                                                                                               | Subject | Subject |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| CG-01          | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. | X       | X       |
| CG-11          | Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.                             | X       | X       |
| CG-17          | Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals.                                      | X       | X       |

| Specific Graphic Design skills |                                                                                                  | Subject | Subject |
|--------------------------------|--------------------------------------------------------------------------------------------------|---------|---------|
| GRA-01                         | Generate, develop and materialize ideas, concepts and images for complex communication programs. | X       | X       |
| GRA-03                         | Understand and use the capacity for meaning of graphic language.                                 | X       | X       |
| GRA-04                         | Master the procedures for creating communicative codes.                                          | X       | X       |
| GRA-06                         | Interrelate formal and symbolic languages with specific functionality.                           | X       | X       |
| GRA-10                         | Apply methods to verify communicative effectiveness.                                             | X       | X       |

### Applied teaching methodologies

Described in the subject teaching guide

### Learning outcomes

Described in the subject teaching guide

## Guia Docent del Grau en Disseny

### Continuous evaluation

#### Specific evaluation criteria within continuous evaluation

Documentary close-up: (0-10% RA1)

- Relevance and quality of the sources consulted
- Structure of the analysis
- Spelling, presentation and use of appropriate graphic resources in the presentation of information.

Data interpretation: (0-10% LO2)

- Ability to synthesize information
- Problem definition
- Visual representation and graphic processing of information

Creation: (10-30% RA3)

- Work process and evolution of the proposals
- Quality of the proposals presented
- Rich use of graphic tools and resources
- Degree of relationship between ideas and concepts that lead to developing working hypotheses

Project development: (20-40% LO4)

- Quality of the proposal at a conceptual, formal, graphic and representational level
- Technical-productive feasibility and economic evaluation
- Quality of the user manual. Content, presentation and organization
- Conclusions and capacity for self-criticism.

Project communication: (15-25% RA5)

- Expression and communication
- Organization and structure of the memory and/or argumentation
- Attractive presentation with the use of appropriate tools and resources

Teamwork: (0-15% RA6)

- Ability to organize tasks and adapt to the group to solve the project.

In the case of very large groups of students, the possibility of only one group of students (which will change) making the oral presentation in each project can be considered.

### Evaluation instruments within continuous evaluation

According to the general evaluation criteria described in the subject's teaching guide.

### Specific recovery criteria within continuous assessment

According to the specific evaluation criteria within the continuous evaluation described in the teaching guide for the subject.

## Guia Docent del Grau en Disseny

### Recovery outside of continuous assessment

#### Specific recovery criteria outside of continuous assessment

According to the specific criteria for recovery outside the continuous assessment described in the teaching guide for the subject.

#### Recovery instruments outside of continuous assessment

According to recovery instruments outside of continuous assessment described in the subject teaching guide.

## Guia Docent del Grau en Disseny

|                   |                     |                    |
|-------------------|---------------------|--------------------|
| <b>ACTIVITY 3</b> | Duration: 6-7 weeks | Weighting: 40-45 % |
|-------------------|---------------------|--------------------|

### Description of the activity

Development of a **publishing project**: book, catalog, newspaper, magazine, collection, etc.

The activity includes the presentation of a physical model of the project (partially or fully developed), delivery in digital format and the corresponding graphic style book.

The graphic design of a digital publication will be optionally included; the proposal must be made through an interactive prototype (partially or fully developed).

One or more documents will also be submitted with the results of the documentary search and data interpretation, a summary of the evolution of the proposal, a brief explanation of the technical-productive requirements and the corresponding conclusions.

You will also need to submit the final artwork or graphic documents suitable for printing or dissemination.

The editorial design proposal will include some type of infographic, schematic or illustration work..

(A project can be proposed that includes only the field of editorial design, and more complex projects can also be proposed in which editorial design is worked on in an interrelated manner with other areas of graphic design.)

### Contents

Editorial design: general concepts, typologies, formats and characteristics.

Research methodology for design. The projection process as research. The graphic design briefing.

Design requirements: use, function, formal-aesthetic and technical-productive.

Editorial design: the style book. Design, production and management of an editorial project.

Editorial design methodology and processes.

Analogue and digital publications.

Definition of the assignment. The graphic design briefing.

Graphic design methodology and techniques

Working hypotheses and selection of ideas taking into account functional, conceptual, symbolic, cultural and technological aspects. Strategies and decision criteria, innovation and quality.

Development of graphic design projects.

Techniques for visualizing ideas.

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#### Specific recovery criteria within continuous assessment

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## Guia Docent del Grau en Disseny

### **Recovery outside of continuous assessment**

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### **Specific recovery criteria outside of continuous assessment**

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### **Recovery instruments outside of continuous assessment**

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