

6S_FB_Design and thinking

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

Subject: Design culture

Type: Basic Training

Credits: 6 ECTS

Total hours: 150 h

Course: 3

Hours/week: 9,4 h

Semester: 6

Face-to-face hours/week: 4 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5,4 h

Prerequisites:

1. Presentation of the subject

The subject of the Humanities Area, where work is specifically done on the theoretical academic training content that organizes: the conceptual, ideological framework, which is important for students to know to develop analytical and critical thinking.

Different skills are worked on that approach the contents from the analysis points of view. historical and methodological aspects of aesthetic and ethical analysis and critical thinking.

The importance of the construction of the concept of modernity in the Enlightenment and the idea of progress, the implementation of social changes with the implementation of the machine in everyday use and the birth of the consumer and mass society. The subsequent evolution towards the concept of postmodernity and post-Fordism in the idea of sustainability, the knowledge and information society are the parameters that the student will study from the perspective of the evolution of the system of thought and ideas.

2. Course contents

Introduction to aesthetic ideas throughout history with special emphasis on the aesthetic categories of the 20th century and the changes that occur in the transition from modernity to postmodernity.

Design and its limits: transformation of the concepts of design, art and craftsmanship in contemporary society.

The role and responsibility of design in the society of the future focusing on contemporary problems and their possible solutions.

New trends and practices in design. Critical and speculative design.

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

Transversal skills		Subject	Subject
CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.	X	X
CT-05	Understand and use at least one foreign language in the context of their professional development.	X	X
CT-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-08	Develop ideas and arguments in a reasoned and critical manner.	X	X

General skills		Subject	Subject
CG-03	Establish relationships between formal language, symbolic language and specific functionality.	X	X
CG-13	Understand the economic, social and cultural context in which design takes place.	X	X
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.	X	X
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Interior Design skills		Subject	Subject
INT-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Fashion Design skills		Subject	Subject
MOD-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

Specific Product Design Skills		Subject	Subject
PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.	X	X

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6S_FB_Design and thinking

Guia Docent del Grau en Disseny

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Identify and analyze elements of art and design from a given period, reasonably relating them to the philosophical and cultural context of the moment.	CG-3
RA-02	Manage information appropriately.	CT-2
RA-03	Consult bibliographical sources.	CT-2, CG-19
RA-04	Participate and coordinate in teamwork.	CT-7
RA-05	Value and demonstrate sensitivity towards the function and role of art and design in society.	CG-6, CG-13, CG-14, GRA-15, INT-15, MOD-15, PRO-15
RA-06	Have a critical sense. Reasonably present your own and others' ideas.	CT-8, CG-19
RA-07	Consult bibliographical sources in a third language.	CT-2, CT-5, CG-19
RA-08	Establish perceptual connections for the creation and analysis of design.	CG-3
RA-09	Know and apply research methodology.	CG-19

5. Teaching methodologies applied to the subject

Get up	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.	X
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.	X
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	X
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	X
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	X

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Individual essay (classroom)	7 weeks	30-40%
AF2	Individual (or group) essay	4 weeks	30-40%

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6S_FB_Design and thinking

Printed 2025-10-31

3

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AF3	Individual (or group) essay	5 weeks	30-40%
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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 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 will have to be resubmitted as a recovery.
- 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.

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- Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of student or a first-degree relative, coincidence with an official language level or driving license ex 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, 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 must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

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.

Ability to develop a coherent speech.

Correct use of language and relevant terminology. Good writing.

Good use of information sources. Knowing how to choose content of interest and cite references appropriately.

Objective and correct answer to the proposed questions.

Show critical reflection on the topic.

Evaluation instruments within continuous evaluation:

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

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 teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

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Specific recovery criteria within continuous assessment

Described in the activities

Specific recovery criteria outside of continuous assessment

Students will have to resubmit the activity that was suspended or not submitted for continuous assessment. The activity specifies the specific recovery criteria as well as the assessment of learning outcomes, representing 40% of the grade.

Students will do a complementary extension activity or test (evaluated with specific criteria). Representing 60% of the grade.

Subject recovery instruments outside of continuous assessment

Written/practical tests

Questionnaires.

Complementary exercises / extension activities.

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.

10. Use of Artificial Intelligence (AI)

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. 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, recommended whenever it is used as an assistant during the research process or as another source. In both cases, it must comply with the [citation regulations established by the APA](#).

Guia Docent del Grau en Disseny

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the evaluation activities and citing the tools used and, specifically, to identify the texts or images generated by AI systems, which they may not present as their own.

Misuse of this tool can seriously affect the evaluation of the assessment activities. If in doubt, it is recommended that, before submitting the activity, a consultation be sent to the teacher.

For the evaluation, students are responsible for any possible errors that Artificial Intelligence may make.

11.Sources of information and teaching resources

Basic bibliography

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Reference bibliography and other resources

- Berger, J. (2016). Ways of Seeing (3rd edition). Barcelona: Gustavo Gili.
- Bozal, V. (2010) History of aesthetic ideas and contemporary artistic theories. Madrid: La Balsa de la Medusa.
- Calvera, A. (2003). Art? Design. Barcelona: Gustavo Gili
- Foster, Hal, (2004).Design and Crime. Madrid: Ed Akal.Fragment. Chapter 2 (Design and Crime).
- Foucault, M. (2006). On Enlightenment. Classics of Thought. Tecnos, Madrid. (Article What is Enlightenment? [Qu'est-ce que les lumières])
- Flachsland, C.: Pierre Bourdieu and symbolic capital, Campo de ideas. (2003). Madrid. Chapter 1: Origin and meaning of the expression "symbolic capital"; Chapter 3: The role of symbolic capital in the configuration of the fields of cultural production.
- Julier, G. (2010). The culture of design. Barcelona: Gustavo Gili. Manzini, E. (2015). When everyone designs. Experimenta editorial.
- Lupton, E., & Tobias, J. (2023). Extra Bold: A feminist, inclusive, anti-racist, and non-binary handbook for graphic design. Barcelona: Editorial GG, SL.
- Radigales, J. Marti, M. (2011). From Plato to Lady Gaga. Aesthetics of mass communication. Barcelona, UOC.
- Said W., Edward. (2007). Humanism and democratic critique. Debate. Barcelona. (foreword by Akeel Bilgrami i C1: The sphere of humanism).
- Valverde, J.M. (2011). Brief history and anthology of aesthetics. Barcelona:Ariel.
- Taibo, C. (2009). In defense of degrowth: On capitalism, crisis and barbarism. Catarata.

Audiovisuals

- Berger, J. i Dibb M. (8 de jul. 2015). Ep. 1 - Camera and Painting. Ways of Seeing / Modos de ver. Recuperat de https://www.youtube.com/watch?v=2km4IN_udlE
- Berger, J. i Dibb M. (14 de jul. 2017). Ep. 2 - Women and Art. Ways of Seeing / Modos de ver. Recuperat de <https://www.youtube.com/watch?v=KhtWM8HFv20>
- Berger, J. i Dibb M. (8 de jul. 2015). Ep. 3 - Painting and Possessions. Ways of Seeing / Modos de ver. Recuperat de <https://www.youtube.com/watch?v=DHuaEoF5LPc>
- Berger, J. i Dibb M. (8 de jul. 2015). Ep. 4 - Fine Arts and Commerce. Ways of Seeing / Modos de ver.

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Recuperat de <https://www.youtube.com/watch?v=kqFkd8laZ3s&t=8s>

12. Training activity sheets

ACTIVITY 1	Duration: approximately seven weeks	Weighting: 30-40%
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Description of the activity

A classroom commentary on aesthetic categories. The activity can be approached in various ways: in relation to texts, theories, authors, exhibitions, etc. around a supposed commission or design work. The format of the activity can be diverse: podcast, classroom test, oral presentation, etc.

Contents

Introduction to aesthetic ideas throughout history with special emphasis on the aesthetic categories of the 20th century and the changes that occur in the transition from modernity to postmodernity.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-05	Understand and use at least one foreign language in the context of their professional development.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-15, INT-15, MOD-15, PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments

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6S_FB_Design and thinking

Printed 2025-10-31

8

Guia Docent del Grau en Disseny

MD4	Tests and/or exams
MD6	Presentations and/or defenses

Learning outcomes

RA-01	Identify and analyze elements of art and design from a given period, reasonably relating them to the philosophical and cultural context of the moment.
RA-02	Manage information appropriately.
RA-03	Consult bibliographical sources.
RA-04	Participate and coordinate in teamwork.
RA-05	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA-06	Have a critical sense. Reasonably present your own and others' ideas.
RA-07	Consult bibliographical sources in a third language.
RA-08	Establish perceptual connections for the creation and analysis of design.
RA-09	Know and apply research methodology.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Rich content / Ability to synthesize and select data. 25%

Good writing / Good use of language and terminology. 20%

Clarity, order and systematization / Clarity and order in visual design. 10%

Demonstrate critical reflection on the topic. 25%

Good use of information sources / Reference to bibliographical sources with criteria and APA style. 20%

Evaluation instruments within continuous evaluation

Written tests
Podcasts
Rubrics.

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Specific recovery criteria within continuous assessment

It is proposed to develop the same activity, with the same criteria as continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students will have to resubmit the activity that was suspended or not submitted for continuous assessment.

The activity specifies the specific recovery criteria as well as the assessment of learning outcomes, representing 40% of the grade.

Students will do a complementary extension activity or test (evaluated with specific criteria). Representing 60% of the grade.

Recovery instruments outside of continuous assessment

Prova a l'aula

Delivery of the same materials.

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ACTIVITY 2	Duration: approximately four weeks	Weighting: 30-40%
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Description of the activity

Individual or group essay on authors, theories, concepts and cultural creations with documentary research. Or, a classroom debate around a certain topic with documentary research and providing evidence through a presentation.

The work must contain:

- Summary / 5 keywords / Analysis / Conclusions / Critical reflection / Sources of information / Image reference.
- Citations according to APA and references to authors within the text.
- The conclusions and Critical Reflection will take into account the items assessed in the TFG Rubric.

Contents

Design and its limits: transformation of the concepts of design, art and craftsmanship in contemporary society.

The role and responsibility of design in the society of the future focusing on contemporary problems and their possible solutions.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-05	Understand and use at least one foreign language in the context of their professional development.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-15, INT-15, MOD-15, PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

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6S_FB_Design and thinking

Printed 2025-10-31

11

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Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments
MD4	Tests and/or exams
MD6	Presentations and/or defenses
MD1	Conference and/or master class

Learning outcomes

RA-01	Identify and analyze elements of art and design from a given period, reasonably relating them to the philosophical and cultural context of the moment.
RA-02	Manage information appropriately.
RA-03	Consult bibliographical sources.
RA-04	Participate and coordinate in teamwork.
RA-05	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA-06	Have a critical sense. Reasonably present your own and others' ideas.
RA-07	Consult bibliographical sources in a third language.
RA-08	Establish perceptual connections for the creation and analysis of design.
RA-09	Know and apply research methodology.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Rich content / Ability to synthesize and select data. 25%

Good writing / Good use of language and terminology. 20%

Clarity, order and systematization / Clarity and order in visual design. 10%

Demonstrate critical reflection on the topic. 25%

Good use of information sources / Reference to bibliographical sources with criteria and APA style. 20%

Evaluation instruments within continuous evaluation

Rubrics.

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Printed 2025-10-31

6S_FB_Design and thinking

12

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Individual and/or group feedback: written or oral.
Direct observations.
Observation records.
Co-evaluation.

Specific recovery criteria within continuous assessment

It is proposed to develop the same activity, with the same criteria as continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students will have to resubmit the activity that was suspended or not submitted for continuous assessment.

The activity specifies the specific recovery criteria as well as the assessment of learning outcomes, representing 40% of the grade.

Students will do a complementary extension activity or test (evaluated with specific criteria). Representing 60% of the grade.

Recovery instruments outside of continuous assessment

Prova a l'aula
Delivery of the same materials

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ACTIVITY 3	Duration: approximately five weeks	Weighting: 30-40%
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Description of the activity

Individual or group essay on authors, theories, concepts and cultural creations with documentary research.

Possible topics to work on: social design, sustainable design, participatory design, protest design, critical design speculative design, etc.

The work must contain:

Summary / 5 keywords / Analysis / Conclusions / Critical reflection / Sources of information / Image reference.

Citations according to APA and references to authors within the text.

Conclusions and critical reflection.

Contents

New design trends and practices

Critical and speculative design.

Skills

CT-02	Collect significant information, analyze it, synthesize it and manage it appropriately.
CT-05	Understand and use at least one foreign language in the context of their professional development.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CG-03	Establish relationships between formal language, symbolic language and specific functionality.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-14	Value the dimension of design as a factor of equality and social inclusion, and as a transmitter of cultural values.
CG-19	Demonstrate critical thinking skills and know how to propose research strategies.
GRA-15, INT-15, MOD-15, PRO-15	Reflect on the positive social influence of design, assess its impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion

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6S_FB_Design and thinking

Guia Docent del Grau en Disseny

MD3	Readings and/or comments
MD4	Tests and/or exams
MD6	Presentations and/or defenses
MD1	Conference and/or master class

Learning outcomes

RA-01	Identify and analyze elements of art and design from a given period, reasonably relating them to the philosophical and cultural context of the moment.
RA-02	Manage information appropriately.
RA-03	Consult bibliographical sources.
RA-04	Participate and coordinate in teamwork.
RA-05	Value and demonstrate sensitivity towards the function and role of art and design in society.
RA-06	Have a critical sense. Reasonably present your own and others' ideas.
RA-07	Consult bibliographical sources in a third language.
RA-08	Establish perceptual connections for the creation and analysis of design.
RA-09	Know and apply research methodology.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Rich content / Ability to synthesize and select data. 25%
Good writing / Good use of language and terminology. 20%
Clarity, order and systematization / Clarity and order in visual design. 10%
Demonstrate critical reflection on the topic. 25%
Good use of information sources / Reference to bibliographical sources with criteria and APA style. 20%

Evaluation instruments within continuous evaluation

Rubrics.
Application exercises.
Individual and/or group feedback: written or oral.
Direct observations.

Guia Docent del Grau en Disseny

Specific recovery criteria within continuous assessment

It is proposed to develop the same activity, with the same criteria as continuous assessment

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

Students will have to resubmit the activity that was suspended or not submitted for continuous assessment.

The activity specifies the specific recovery criteria as well as the assessment of learning outcomes, representing 40% of the grade.

Students will do a complementary extension activity or test (evaluated with specific criteria). Representing 60% of the grade.

Recovery instruments outside of continuous assessment

Application exercises.

Individual and/or group feedback: written or oral.

Direct observations.