

6S_FB_Professional and economic design environment

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

Subject: Design management

Type: Basic Training

Credits: 6 ECTS

Course: 3

Semester: 6

Language in which it is taught: Catalan / Spanish

Prerequisites:

Total hours: 150 h

Hours/week: 9,4 h

Face-to-face hours/week: 4 h

Self-employed hours/week: 5,4 h

1. Presentation of the subject

The subject of Professional and Economic Environment of Design introduces students to the knowledge of the work and economic world of their future professional life.

The subject provides the bases of the legal framework of professional activities related to design, sources of employability, tools to address insertion and knowledge of the business framework and its resources.

The subject has the following main objectives:

- Work towards achieving skills related to personal, social, strategic, tactical and operational knowledge of the world of entrepreneurship, the economic system and the regulatory and legal framework.
- Analyze market studies and their impact on the development and execution of design projects.
- Analyze, evaluate and verify the productive viability of projects, from business/professional management criteria to market demands. Analyze and develop different legal forms to formalize the different relationships with the different types of assignments.
- Analyze and understand the legal framework for the protection of artistic and industrial creations. Intellectual and industrial property.

It is a practical theoretical subject in which theoretical knowledge will be applied and experimented with to develop understanding of the fundamental concepts of the subject.

2. Course contents

1. Identify and correctly interpret the legal and regulatory framework that regulates their professional activity.

1.1. Introduction to the legal framework that regulates the activity of designers. Responsibilities.

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Regulations that affect the profession and work activity. Types of contractual relationships that can regulate the labor relations of designers.

1.2. Occupational health and safety.

1.3. Intellectual and industrial property.

2. Designer employability: self-employment

2.1. The designer's employment relationship, personal and professional skills. The creation of the personal brand.

2.2. Design and strategy (marketing plan, briefing, brand, roadmaps, etc.).

2.3. Resource management (human, financial, productive, stakeholder map...). Web portals for the insertion of the designer.

2.4. The business plan (business idea, market study, marketing plan, economic and financial plan, SWOT analysis, Canvas...) Analysis and preparation of professional assignments as a tool to convey the professional's work activity.

2.5. Intellectual property of the design.

3. Competencies worked on in the subject (Royal Decree 633/2010)

Transversal skills		Subject	Subject
CT-10	Lead and manage work groups.	X	X
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.	X	X

General skills		Subject	Subject
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	X	X
CG-13	Understand the economic, social and cultural context in which design takes place.	X	X
CG-22	Analyze, evaluate and verify the productive viability of projects, based on criteria of formal innovation, business management and market demands.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.	X	X
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

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Specific Interior Design skills		Subject	Subject
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out	X	X
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

Specific Fashion Design skills		Subject	Subject
MOD-09	Analyze market research and its impact on the development of new products and collections	X	X
MOD-12	Understand the economic and organizational framework in which business activity is carried out	X	X
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

Specific Product Design Skills		Subject	Subject
PRO-13	Understand the economic, social, cultural and historical context in which product design is developed	X	X
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

4. Subject learning outcomes

SUN	Description of the learning outcome	Skills
RA-01	Identify and correctly interpret the legal and regulatory framework (safety, occupational health, intellectual and industrial property) that regulates their professional activity.	CT12, CG07, CT-10
RA-02	Know the legal framework of the activity.	GRA13, GRA 14, INT 14, PRO 13, PRO 14, MO 12, MO 14
RA-03	Identify personal and professional skills within the field of design and the creation of a personal brand as a designer.	CT-10, CT12, MO9, CG13
RA-04	Identify sources of employability and tools to tackle insertion into the design world of work.	CT-12, CG-13, CG22
RA-05	Identify and learn how to use business resources to implement a business or activity plan.	CT-10, CT12, CG22, CG07, CG13, GRA13, INT13, PRO13, MOD12.
RA-06	Identify and learn how to manage resources (human, financial, productive, etc.) in the field of design.	CT-10, CG07, CG22

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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
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
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.	X
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	X
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	X
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	X
MD14	Others	Observation of work in the classroom.	X

6. Training activities of the subject

Get up	Description	Duration	Weighting
AF1	Individual and/or group work regarding the regulatory framework that regulates the professional action of design. Types of contracts, working hours and cultural, social and artistic changes in work practice. Intellectual and industrial property.	9 WEEKS	50%
AF2	Individual or group practice of personal and professional skills and identification of professional profiles within the field of design. Organization and management of work activity as a professional designer. Employability of the designer: self-employment. Analysis of professional assignments. This activity will explore the different types and models of labor and commercial organizations within the scope of the profession of designer as an independent professional. An analysis of the legal system of the figure of the self-employed will be made, as well as personal and professional skills and the creation of the personal brand. Guided work of a practical nature on the business idea, generating the value	9 WEEKS	50%

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proposition, customer segmentation, marketing plan, communication channels, customer relationships, financial and human resources and the viability of the business.

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 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 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, 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

1. Level of in-depth analysis of the cases analyzed (10<30%). RA1-RA2-RA3-RA4- RA5
2. Use of specific vocabulary (10<30%). RA6-RA7
3. Own contribution (10<30%). RA2-RA7
4. Degree of application of theoretical knowledge to real situations and/or cases. Contents and in-depth studies carried out. Planning capacity. Achievement of the set objectives. (30<40%) RA1-RA2-RA3-RA4
5. Level of distribution of team work tasks and organization when sharing and contributing knowledge and information. RA3-RA4-RA5
6. Communication skills and presentation of individual and/or team work. In the case of team work, assessment among the members. (20<40%). RA6-RA7

Evaluation instruments within continuous evaluation

Rubrics.

Written/practical tests

Questionnaires.

Application exercises.

Individual and/or group feedback: written or oral.

Monitoring reports.

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

Specific recovery criteria within continuous assessment

The specific evaluation criteria within the continuous evaluation are maintained, except for the communication part.

- 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 two 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%-60%. with respect to the final grade of the course.

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.
- 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 complementary test and/or exercise will have a weight of 30%-60% with respect to the final grade for the course.
- This test may include the contents and skills of the two activities of the subject (AF1, AF2).
- 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 tools outside of continuous assessment

Written/practical tests

Questionnaires.

Complementary exercises / extension activities

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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](#).

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.

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11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

Manuals:

- Living from Design, by Ana de Gea.
- Creative Personal branding, de Jurgen Salenbacher
- Intellectual Property Practicum, by Thomson Reuters Publishing House.
- Barberán, P (2018). Practical manual of intellectual property. Madrid: Tecnos.-
- Viladàs, X. (2010). Design at your service: how to improve a business idea with the help of a designer. Barcelona: Index Book Viladàs, X. (2008). Profitable Design. Barcelona: Index Book Publishing

Web pages:

- Judiciary, jurisprudence [online]. Available at: <https://www.poderjudicial.es/search/indexAN.jsp>
- Economy in colors, creative destruction [online]. Available at <https://www.ccma.cat/tv3/alacarta/economia-en-colors/la-destruccio-creativa/video/5696267/>
- [Business plan](#). [Company channel](#). Generalitat of Catalonia
- [Empathy map](#). [Innokabi](#)

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: Estimated duration 9 weeks	Weighting: 50%
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Description of the activity

Individual and group work regarding the regulatory framework that regulates the professional action of design. Types of contracts, working hours and cultural, social and artistic changes in work practice. Intellectual and industrial property.

Contents

1. Identify and correctly interpret the legal and regulatory framework that regulates their professional activity.

1.1. Introduction to the legal framework that regulates the activity of designers. Responsibilities. Regulations that affect the profession and work activity. Types of contractual relationships that can regulate the labor relations of designers.

1.2. Occupational health and safety.

1.3. Intellectual and industrial property.

Skills

CT-10	Lead and manage work groups.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-13	Understand the economic, social and cultural context in which design takes place.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.
MOD-12	Understand the economic and organizational framework in which business activity is carried out
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.
PRO-13	Understand the economic, social, cultural and historical context in which product design is developed
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD3	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	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:

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MD6	questionnaires, problems, open questions, practical exercises, etc.
MD7	Publicly presenting the results of a work, project or research in front of an audience.
MD8	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.
MD11	Project or problem based on the real or professional world that needs to be solved independently or in a group. Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA-01	Identify and correctly interpret the legal and regulatory framework (safety, occupational health, intellectual and industrial property) that regulates their professional activity.
RA-02	Know the legal framework of the activity.
RA-04	Identify sources of employability and tools to tackle insertion into the design world of work.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

1. Level of in-depth analysis of the cases analyzed (10<30%). RA1-RA2-RA3-RA4- RA5
2. Use of specific vocabulary (10<30%). RA6-RA7
3. Own contribution (10<30%). RA2-RA7
4. Degree of application of theoretical knowledge to real situations and/or cases. Contents and in-depth study carried out. Planning capacity. Achievement of the set objectives. (30<40%) RA1-RA2-RA3-RA4
5. Level of distribution of team work tasks and organization when sharing and contributing knowledge and information. RA3-RA4-RA5
6. Communication skills and presentation of individual and/or team work. In the case of team work, assessment among the members. (20<40%). RA6-RA7

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The specific evaluation criteria within the continuous evaluation are maintained, except for the

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communication part.

- To be eligible to make up, pending activities must be submitted within the make-up period indicated by the teacher or, in case this is not established, the recovery may be done during the recovery week. In addition to the submission of all two course activities, to recover the subject, the teaching staff requests a complementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This complementary test and/or exercise will have a weight of 30%-60%. with respect to the final grade of the course.

Recovery outside of continuous assessment

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.
- 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 complementary test and/or exercise will have a weight of 30%-60% with respect to the final grade for the course.
- This test may include the contents and skills of the two activities of the subject (AF1, AF2).
- 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.

Recovery instruments outside of continuous assessment

Written/practical tests

Questionnaires.

Complementary exercises / extension activities

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ACTIVITY 2	Duration: Estimated duration 9 weeks	Weighting: 50%
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Description of the activity

Individual and/or group practice of personal and professional skills and identification of professional profiles within the field of design.

Organization and management of work activity as a professional designer. Employability of the designer: self-employment. Analysis of professional assignments.

This activity will explore the different types and models of labor and commercial organizations within the scope of the profession of designer as an independent professional. An analysis of the legal system of the figure of the self-employed will be made, as well as personal and professional skills and the creation of the personal brand.

Guided work of a practical nature on the business idea, generating the value proposition, customer segmentation, marketing plan, communication channels, customer relationships, financial and human resources and the viability of the business.

Contents

2. Designer employability: self-employment

2.1. The designer's employment relationship, personal and professional skills. The creation of the personal brand.

2.2. Design and strategy (marketing plan, briefing, brand, roadmaps, etc.).

2.3. Resource management (human, financial, productive, stakeholder map ...). Web portals for the insertion of the designer.

2.4. The business plan (business idea, market study, marketing plan, economic and financial plan, SWOT analysis, Canvas...) Analysis and preparation of professional assignments as a tool to convey the professional's work activity.

2.5. Intellectual property of the design.

Skills

CT-10	Lead and manage work groups.
CT-12	Adapt, in conditions of competitiveness, to cultural, social and artistic changes and to the advances that occur in the professional field and select the appropriate continuing education courses.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-13	Understand the economic, social and cultural context in which design takes place.
CG-22	Analyze, evaluate and verify the productive viability of projects, based on criteria of formal innovation, business management and market demands.
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and

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MOD-09	safety, and intellectual and industrial property. Analyze market research and its impact on the development of new products and collections
MOD-12	Understand the economic and organizational framework in which business activity is carried out
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.
PRO-13	Understand the economic, social, cultural and historical context in which product design is developed
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD3	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.
MD4	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.
MD6	Publicly presenting the results of a work, project or research in front of an audience.
MD7	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.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD11	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.

Learning outcomes

RA-01	Identify and correctly interpret the legal and regulatory framework (safety, occupational health, intellectual and industrial property) that regulates their professional activity.
RA-02	Know the legal framework of the activity.
RA-04	Identify sources of employability and tools to tackle insertion into the design world of work.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

1. Level of in-depth analysis of the cases analyzed (10<30%). RA1-RA2-RA3-RA4- RA5
2. Use of specific vocabulary (10<30%). RA6-RA7
3. Own contribution (10<30%). RA2-RA7
4. Degree of application of theoretical knowledge to real situations and/or cases. Contents and in-depth study carried out. Planning capacity. Achievement of the set objectives. (30<40%) RA1-RA2-RA3-RA4
5. Level of distribution of team work tasks and organization when sharing and contributing knowledge and information. RA3-RA4-RA5
6. Communication skills and presentation of individual and/or team work. In the case of team work, assessment among the members. (20<40%). RA6-RA7

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Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

Specific recovery criteria within continuous assessment

The specific evaluation criteria within the continuous evaluation are maintained, except for the communication part.

- 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 two 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%-60% with respect to the final grade of the course.

Recovery outside of continuous assessment

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.
- 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 complementary test and/or exercise will have a weight of 30%-60% with respect to the final grade for the course.
- This test may include the contents and skills of the two activities of the subject (AF1, AF2).
- 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.

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Recovery instruments outside of continuous assessment

Written/practical tests

Questionnaires.

Complementary exercises / extension activities