

7S_OPT_INTER_ Commercial space and design

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

Subject: Interdisciplinary monographic projects

Type: Optional Training

Credits: 6 ECTS

Total hours: 150h

Course: 4

Hours/week: 9.4h

Semester: 7

Face-to-face hours/week: 4h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5.4h

Prerequisites: It is recommended to have passed the Design Projects subjects of the specialty 1-2-3-4.

1. Presentation of the subject

New consumer habits, the emergence of large online stores and the use of new technologies in the retail sector have posed a new challenge for local businesses. Differentiating themselves from the competition and managing to stand out among competitors in an increasingly globalized world is therefore a key aspect in the design of a commercial space.

The subject addresses the basic concepts of brand image, merchandising, window dressing and communication in order to generate stores with a unique personality, as well as the tools to evaluate and improve the commercial potential of the point of sale.

In this elective, a single project structured into three activities is preferably developed and carried out in interdisciplinary teams with the direct involvement of users, shopkeepers and technicians.

2. Course contents

Context analysis and documentary search (market sector, product, trade, target, historical analysis, competition, etc.).

The brand image (visual identity, philosophy, values, etc.)

Visual merchandising

Specificities of the commercial project (scale, materiality, lighting, etc.)

Organization of production and final assembly.

Interdisciplinary teams, management, roles and tools.

Co-creation. Working with the client.

Customer and public ratings.

Guia Docent del Grau en Disseny

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-08	Develop ideas and arguments in a reasoned and critical manner.	X	X
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.	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-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.	X	X
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.	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

Specific Interior Design skills		Subject	Subject
INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project	X	X
INT-06	Interrelate formal and symbolic languages with specific functionality	X	X

Specific Fashion Design skills		Subject	Subject
MOD-06	To base the creative process on research, methodological and aesthetic strategies	X	X
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project	X	X

Specific Product Design Skills		Subject	Subject
PRO-02	Solve project problems using appropriate methodology, skills and procedures	X	X
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product	X	X

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

7S_OPT_INTER_ Commercial space and design

Printed 2026-4-7

2

Guia Docent del Grau en Disseny

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team.	CT-01, CG-01
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions.	CT-03 GRA-01 / GRA-03 INT-06 / MOD-06 / PRO-02 PRO-04
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).	CT-03, CT-06, CG-01 GRA-01 INT-05 MOD-08
RA4	Apply project strategies as a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project).	CT-09, CG-07

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.	1 i 2
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.	1,2 i 3
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.	2
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	1,2 i 3
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.	1 i 2
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	1,2 i 3
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	1, 2 i 3
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	1, 2 i 3

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

7S_OPT_INTER_ Commercial space and design

Printed 2026-4-7

3

Guia Docent del Grau en Disseny

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Preliminary design (Phases 1, 2 and 3 of the project)	3-5weeks	30%
AF2	Production and assembly (Phase 4 of the project)	6-8 weeks	40%
AF3	Test, conclusions and improvement of the project. (Phase 4 and 5 of the project)	4-6 weeks	30%

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

Guia Docent del Grau en Disseny

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, 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

Regarding the proposal presented (20% of the subject grade):

Represents the values and identity of the store (RA2)

It is the result of a process of research and innovation to resolve expectations focused on functions, needs and design materials in accordance with technical, functional, aesthetic and communicative requirements and conditions. (RA1 / RA2)

It is adapted to the allocated budget and in accordance with the suppliers' prices. (RA3)

Use of recyclable and sustainable materials (wherever possible). (RA2)

Originality and creativity of the final proposal. (RA2)

Critical, ethical and responsible use of Artificial Intelligence as a support tool in conceptualization processes.

Synthesis of information. (RA1 / RA2)

Graphic and spelling quality of the presentation. (RA4)

Teamwork (10% of the subject grade, items have the same weight)

Coordination and planning of tasks in teamwork. (RA1)

Level of review and evaluation of teamwork. (RA4)

Guia Docent del Grau en Disseny

They integrate all those involved in the project (shopkeepers, suppliers, users, etc.) into the work process.

(RA1)

Joint proposal. (RA1)

Project development (30%):

Conceptual quality. (RA2)

Formal quality of the solution. (RA2)

Economic viability of the project.

Quality of the production of the different elements that make up the project.(RA3)

Assembly quality. (RA3)

Use of recyclable and sustainable materials (wherever possible). (RA2)

Originality and creativity of the final proposal. (RA2 / RA3)

Teamwork (10%):

Fulfillment of assigned tasks according to the role assumed. (RA1)

Coordination and planning of tasks in teamwork. (RA1)

Level of review and evaluation of teamwork. (RA4)

They integrate all those involved in the project (shopkeepers, suppliers, users, etc.) into the work process.

(RA1)

It applies labeling techniques appropriately in the student's specialty.(RA2)

Formal quality of end result. (RA3)

Project development (10%):

Quantity and quality of information.(RA3)

Field work (RA3)

Structure and depth of analysis. Synthesis of information.(RA3)

Definition of objectives and determinants of the problem.(RA3)

Graphic and spelling quality of the presentation.(RA3)

Critical, ethical and responsible use of Artificial Intelligence as a support tool in conceptualization processes.

Teamwork (10%):

Coordination and planning of tasks in teamwork(RA1)

Level of review and evaluation of teamwork. Co-evaluation. (RA4)

They integrate all those involved in the project (shopkeepers, suppliers, users, etc.) into the work process.

(RA1)

Public presentation (10%):

Expression and communication. (RA4)

Graphic and spelling quality of the presentation. (RA4)

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Guia Docent del Grau en Disseny

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 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 criteria will be the same as those applied to continuous assessment.

See the specific criteria in the activities.

Specific recovery criteria outside of continuous assessment

The criteria will be the same as those applied outside of continuous assessment, without integrating Teamwork.

The development of the project must include complementary tasks and/or activities to assume the % of Teamwork.

Subject recovery instruments outside of continuous assessment

See the detailed instruments in the 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.

Guia Docent del Grau en Disseny

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 (IA)

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.

Guia Docent del Grau en Disseny

11. Sources of information and teaching resources

Basic bibliography

Reference bibliography and other resources

- Abellán, M. (2016). Branding & Spaces. Barcelona: Monsa.
- Bailey, S., Baker, J. (2014). Moda y visual merchandising. Barcelona: GG
- Belli, S. (2020). Visual merchandising. Principles and Practices of Window Dressing and Commercial Interior Design. Barcelona: Hoaki Books
- Díez de Castro, E., Landa J., Navarro A. (2006). Merchandising: Theory and Practice (2nd ed.). Madrid: Editorial Pirámide
- Klanten, R., Bolhofer, K. (2011). Out of the Box! Brand Experiences between Pop-Up and Flagship. Berlin: Die Gestalten Verlag
- Koumbis, D. (2015). Fashion and retail. From management to merchandising. Barcelona: GG.
- Mesher, L. (2011). Design of commercial spaces. Barcelona: GG.
- Morgan, T. (2016). Visual merchandising. Shop windows and commercial interiors (3rd ed.). Barcelona: GG.
- RICO, J.C. (2005). The trade show. Shops and window dressing, stands and fairs, department stores and retail outlets. Gijón: Ediciones Trea S.L

Audiovisuals

Guia Docent del Grau en Disseny

12. Content blocks

ACTIVITY 1	Duration: 3 - 5 weeks	Weighting: 30%
-------------------	-----------------------	----------------

Description of the activity

Preliminary design (Phases 1, 2 and 3 of the project)

Development of a project linked to a commercial space. The project will be developed in multidisciplinary teams made up of students from different specialties.

In the first phase of the project, each group must conduct a study of the store's frame of reference and approach the preliminary project.

Contents

Context analysis and documentary search (market sector, product, trade, target, historical analysis, competition, etc.).

The brand image (visual identity, philosophy, values, etc.).

Specificities of the commercial project (scale, materiality, lighting).

Interdisciplinary teams, management, roles and tools.

Co-creation. Working with the client and evaluations (client and public).

Concept and preliminary design.

Skills

Transversal skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.

General skills

CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
-------	---

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

7S_OPT_INTER_ Commercial space and design

Printed 2026-4-7

10

Guia Docent del Grau en Disseny

CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.

Specific Graphic Design skills

GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.

Specific Interior Design skills

INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
INT-06	Interrelate formal and symbolic languages with specific functionality

Specific Fashion Design skills

MOD-06	To base the creative process on research, methodological and aesthetic strategies
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project

Specific Product Design Skills

PRO-02	Solve project problems using appropriate methodology, skills and procedures
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD11	Collaborative work
MD12	Agile methodologies

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team. CT-01, CG-01
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions. CT-03, GRA-01, INT. 06
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.).

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

7S_OPT_INTER_ Commercial space and design

Printed 2026-4-7

11

Guia Docent del Grau en Disseny

INT. 06

RA4

Apply project strategies in a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project). CT-09, CG-07

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Regarding the proposal presented (20% of the subject grade, the items have the same weight)

- It represents the values and identity of the store.
- Research and innovation process to resolve expectations focused on functions, needs and design materials in accordance with technical, functional, aesthetic and communicative requirements and conditions.
- It adapts to the allocated budget and in accordance with supplier prices. Use of recyclable and sustainable materials (whenever possible).
- Originality and creativity of the final proposal.
- Critical, ethical and responsible use of Artificial Intelligence as a support tool in conceptualization processes.
- Synthesis of information.
- Graphic and spelling quality of the presentation.

Teamwork (10% of the subject grade, items have the same weight)

- Coordination and planning of tasks in teamwork.
- Level of review and evaluation of teamwork.
- They integrate everyone involved in the project (shopkeepers, suppliers, users, etc.) into the work process.
- Joint proposal.

Evaluation instruments within continuous evaluation

Rubrics.

Co-evaluation.

Individual and/or group feedback: written or oral.

Direct observations.

Self-assessment

Specific recovery criteria within continuous assessment

The same criteria as in the evaluation within the continuous evaluation.

Guia Docent del Grau en Disseny

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same criteria as in the evaluation outside of continuous evaluation.
The criteria relating to teamwork are not evaluated.
Written test.

Recovery instruments outside of continuous assessment

Rubrics.

Guia Docent del Grau en Disseny

ACTIVITY 2	Duration: 6-8 weeks	Weighting: 40%
-------------------	---------------------	----------------

Description of the activity

Production and assembly (Phase 4 of the project). In this phase, the groups must develop the planning, make the execution plans, prepare the material and carry out the assembly of the project.

Contents

Specificities of the commercial project (scale, materiality, lighting, etc.)

Organization of production and final assembly.

Interdisciplinary teams, management, roles and tools.

Co-creation. Working with the client.

Customer and public ratings.

Skills

Transversal skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.

General skills

CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.

Specific Graphic Design skills

GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.

Guia Docent del Grau en Disseny

Specific Interior Design skills

INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
INT-06	Interrelate formal and symbolic languages with specific functionality

Specific Fashion Design skills

MOD-06	To base the creative process on research, methodological and aesthetic strategies
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project

Specific Product Design Skills

PRO-02	Solve project problems using appropriate methodology, skills and procedures
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD5	Workshops and/or internships
MD6	Presentations
MD7	Case study
MD8	Project work
MD11	Collaborative work

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team. CT-01, CG-01
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions. CT-03, GRA-01, INT. 06
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.). INT. 06
RA4	Apply project strategies in a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project). CT-09, CG-07

Guia Docent del Grau en Disseny

Specific evaluation criteria within continuous evaluation

Project development (30%):

- Conceptual quality.
- Formal quality of the solution.
- Economic viability of the project.
- Quality of the production of the different elements that make up the project.
- Assembly quality.
- Use of recyclable and sustainable materials (whenever possible).
- Originality and creativity of the final proposal.

Teamwork (10%):

- Completion of assigned tasks according to the role assumed.
- Coordination and planning of tasks in teamwork.
- Level of review and evaluation of teamwork.
- They integrate everyone involved in the project (shopkeepers, suppliers, users, etc.) into the work process.
- It applies labeling techniques appropriately in the student's specialty.
- Formal quality of the final result.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Co-evaluation.

Self-assessment

Specific recovery criteria within continuous assessment

The student who does not pass Activity 2 must submit a report with the planning of the assembly of the commercial space, providing all the information necessary for its visualization: execution plans, renders, 3D images, models, etc.

In this case, teamwork is not assessed.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in recovery within continuous assessment.

Not evaluated teamwork.

Recovery instruments outside of continuous assessment

The same as in recovery within continuous assessment.

Teamwork is not evaluated.

Guia Docent del Grau en Disseny

ACTIVITY 3	Duration: 4-6 weeks	Weighting: 30%
-------------------	---------------------	----------------

Description of the activity

Test, conclusions and improvement of the project. (Phase 4 and 5 of the project)

Documentation and communication of the project carried out.

Evaluation of the results taking into account the participation of the client and the feedback of the general public. With the contributions obtained, propose solutions to the problems observed.

Finally, the results will be publicly announced.

Contents

The brand image

Visual merchandising

The overall project

Window dressing

The lighting

Interdisciplinary teams, management, roles and tools.

Co-creation. Working with the user.

Skills

Transversal skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-06	Perform self-criticism towards one's own professional and interpersonal performance.
CT-07	Use communication skills and constructive criticism in teamwork.
CT-08	Develop ideas and arguments in a reasoned and critical manner.
CT-09	Integrate appropriately into multidisciplinary teams and diverse cultural contexts.

General skills

CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-07	Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams.
CG-08	Propose research and innovation strategies to resolve expectations focused on functions, needs and materials.

Non-Catalan versions of this document are translated using Google Translate, which automatically translates the published text. The translation is not reviewed and may contain errors.

This document may be out of date once printed.

7S_OPT_INTER_ Commercial space and design

Printed 2026-4-7

17

Guia Docent del Grau en Disseny

Specific Graphic Design skills

GRA-01	Generate, develop and materialize ideas, concepts and images for complex communication programs.
GRA-03	Understand and use the capacity for meaning of graphic language.

Specific Interior Design skills

INT-05	Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project
INT-06	Interrelate formal and symbolic languages with specific functionality

Specific Fashion Design skills

MOD-06	To base the creative process on research, methodological and aesthetic strategies
MOD-08	Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project

Specific Product Design Skills

PRO-02	Solve project problems using appropriate methodology, skills and procedures
PRO-04	Value and integrate the aesthetic dimension in relation to the use and functionality of the product

Applied teaching methodologies

MD2	Debate and/or discussion
MD6	Presentations and/or defenses
MD8	Project work
MD11	Collaborative work
MD12	Agile methodologies

Learning outcomes

RA1	Plan, manage, and follow an orderly and logical methodological process for the development of the project in a multidisciplinary and interdisciplinary team. CT-01, CG-01
RA2	Experiment and propose ideas, concepts and technical, functional, aesthetic and communicative solutions. CT-03, GRA-01, INT. 06
RA3	Carry out an interdisciplinary design project up to an executive project level (real cases, competitions, etc.). INT. 06
RA4	Apply project strategies in a team, assessing their effectiveness and efficiency for achieving the objectives in the project phases (digital technologies for the organization and management of the group, the conceptualization, presentation and communication of the interdisciplinary project). CT-09, CG-07

Guia Docent del Grau en Disseny

Continuous evaluation

Specific evaluation criteria within continuous evaluation

Project development (10%):

- Quantity and quality of information.
- Field work
- Structure and depth of analysis.
- Synthesis of information.
- Definition of objectives and determinants of the problem.
- Graphic and spelling quality of the presentation.
- Critical, ethical and responsible use of Artificial Intelligence as a support tool in conceptualization processes.

Teamwork (10%):

- Coordination and planning of tasks in teamwork
- Degree of review and evaluation of teamwork. Co-evaluation.
- They integrate everyone involved in the project (shopkeepers, suppliers, users, etc.) into the work process.

Public presentation (10%):

- Expression and communication.
- Graphic and spelling quality of the presentation.

Evaluation instruments within continuous evaluation

Rubrics.

Individual and/or group feedback: written or oral.

Monitoring reports.

Direct observations.

Observation records.

Self-assessment.

Co-evaluation.

Specific recovery criteria within continuous assessment

Written test.

Guia Docent del Grau en Disseny

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The same as in recovery within continuous assessment.

The criteria relating to teamwork are not evaluated.

Written test.

Recovery instruments outside of continuous assessment

The student who does not pass Activity 3 will have to submit the same report but without the assessment of teamwork.