

# 8S\_FO\_Internshipsprofessionals

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

**Subject:**Practicum

**Type:**Mandatory Training

**Credits:**8 ECTS

**Total hours:**220 h

**Course:**4

**Hours/week:**13,75 h(16 weeks)

**Semester:** 8

**Face-to-face hours/week:**maximum 20h (standard)  
/ maximum 40h (intensive)

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

**Self-employed hours/week:**1,25 h (16 set)

**Prerequisites:**Have the subjects of previous courses approved according to current ESDAPC regulations.

## 1. Presentation of the subject

The Professional Practices subject integrates students into the real professional world in order to transfer the knowledge acquired as a start to professional practice.

Professional internships are located together with the Final Degree Project in the final phase of higher education and are carried out through an agreement with collaborating work centers where students carry out activities related to their specialty.

By completing the professional internships, students will achieve the following objectives:

- Complete, expand and consolidate the knowledge and skills acquired during their studies.
- Manage and plan work in an effective, responsible and motivating way.
- Make decisions autonomously, following the guidelines of the company or design studio.
- Join real work teams.
- Critically reflect on one's own practice and the experience acquired and relate it to topics of interest, such as the impact on improving the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

## 2. Course contents

The world of work: professional internships

Work teams. Coordination with others.

Entrepreneurship in professional practice.

Professional ethics based on aesthetic and environmental appreciation and sensitivity.

Design values in the impact on improving the quality of life and the environment within the context of professional practice.

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

| Skillstransverse |                                                                                                                                                                                                | Subject | Subject |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| CT-01            | Organize and plan work in an efficient and motivating way.                                                                                                                                     | 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-09            | Integrate appropriately into multidisciplinary teams and diverse cultural contexts.                                                                                                            | X       | X       |
| CT-11            | Develop in work practice a professional ethic based on aesthetic, environmental and diversity appreciation and sensitivity.                                                                    | X       | X       |
| CT-13            | Seek excellence and quality in professional activity.                                                                                                                                          | X       | X       |
| CT-15            | Work autonomously and value the importance of initiative and entrepreneurial spirit in professional practice.                                                                                  | X       | X       |
| CT-17            | Contribute with their professional activity to raising social awareness of the importance of cultural heritage, its impact in different areas and its capacity to generate significant values. | 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-11          | Communicate ideas and projects to clients, argue reasonably, know how to evaluate proposals and channel dialogue.                                | X       | X       |
| CG-15          | Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility. | 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 | x       | X       |

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the quality of life and the environment and its capacity to generate identity, innovation and quality in production.

### 4. Subject learning outcomes

| SUN   | Description of the learning outcome                                                                                               | Skills                                 |
|-------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| RA-01 | Work in a team and in diverse work contexts.                                                                                      | CT-07, CT-09, CG-07                    |
| RA-02 | Adapt independently in a professional environment.                                                                                | CT-15                                  |
| RA-03 | Show communication skills in a professional environment.                                                                          | CG-11, CT-04                           |
| RA-04 | Carry out activities around the production and/or management of a design project and solve specific problems.                     | CT-01                                  |
| RA-05 | Have a responsible and ethical attitude in relation to the professional, social and productive environment                        | CT-11, CT-17                           |
| RA-06 | Manage and plan work in an effective and motivating way. Make decisions autonomously following company guidelines.                | CT-15                                  |
| RA-07 | Integrate into the workplace and transfer the knowledge acquired during the internship as the beginning of professional practice. | CT-13<br>CG-15                         |
| RA-08 | Reflect critically on one's own practice and acquired experience and relate it to topics of interest.                             | CT-06, GRA-15, INT-15, MOD-15, PRO-15, |

### 5. Teaching methodologies applied to the subject

| Get up | Typology | Description                    | Apply |
|--------|----------|--------------------------------|-------|
| MD14   | Others   | Tutored professional practices | x     |

### 6. Training activities of the subject

| Get up | Description                                                            | Duration | Weighting |
|--------|------------------------------------------------------------------------|----------|-----------|
| AF1    | Professional Internships tutored by the company and the center's tutor | 200 h    | 70%       |
| AF2    | Internship evaluation report                                           | 20h      | 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.

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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 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.
  - 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,

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addressed to the campus management, and must necessarily include the original with a stamp 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

- Monitoring of internships (70% of the grade)
  1. Relational framework/student attitude (30 %)
  2. Procedural and methodological framework (40%)
  3. Marc conceptual (30%)
- Internship report (30% of the grade)
  1. Marc conceptual (80%)
    - Analyze and assess strengths and weaknesses of social influence factors of design, the impact on improving the quality of life and the environment, and aspects of innovation and quality in the company's production. (40%)
    - Reflect synthetically and critically on professional practice: list strengths and weaknesses on the relationship between the tasks carried out and the skills acquired throughout higher design studies. Conclusions. (40%)
    - Conclusions
  2. Formal aspects (20%)
    - Document presentation
    - Structuring the contents
    - Use of appropriate terminology
    - Spelling correction

### Evaluation instruments within continuous evaluation

- Internship monitoring reports by the company tutor and the ESDAPC internship tutor
- Internship report

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### 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 professors in their teaching guide and classroom schedule within the same semester. In the event that the professors 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

If during the internship the reports from the company are negative, the tutor speaks with the company and the student. If the company or the student does not want to continue with the agreement, it is terminated and a new company is sought.

If the internship is finally suspended, despite the weighted average with the report, a new agreement will be made with the same or different collaborating entity.

Regarding the report, the student must present the report during the recovery week stipulated in the course calendar to the ESDAPC internship tutor. The evaluation criteria for the written work are the same as those for the continuous assessment, but in addition, the student must make an oral defense in front of the tutor.

#### Specific recovery criteria outside of continuous assessment

They remain the same as for continuous assessment.

Memory (50%)

Oral Defense (50%)

#### Subject recovery instruments outside of continuous assessment

- Rubric
- Oral presentation of the work.

## 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

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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.

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.

### 9. 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.

### 10. Sources of information and teaching resources

#### Basic bibliography

ESDAPC Professional Practice Regulations (published on the ESDAPC website)

#### Reference bibliography and other resources

List of companies that collaborate with ESDAPC in the Professional Internship subject:

- [Graphic Design](#)
- [Interior Design](#)
- [Fashion Design](#)
- [Product Design](#)

#### Audiovisuals

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### 11. Training activity sheets

|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                    |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| ACTIVITY 1                                                                                                                                                                                                                                                                                                                                                                    | 1. Duration: 10 weeks 4 hours/day (200 hours)                                                                                                                                                      | Weighting: 70% |
| Description of the activity                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                    |                |
| Guided internships at a company in the sector                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                    |                |
| Contents                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                |
| <p>The world of work: professional internships</p> <p>Work teams. Coordination with others. Entrepreneurship in professional practice.</p> <p>Professional ethics based on aesthetic and environmental appreciation and sensitivity.</p> <p>Design values in the impact on improving the quality of life and the environment within the context of professional practice.</p> |                                                                                                                                                                                                    |                |
| Skills                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |                |
| CT-01                                                                                                                                                                                                                                                                                                                                                                         | Organize and plan work in an efficient and motivating way.                                                                                                                                         |                |
| CT-06                                                                                                                                                                                                                                                                                                                                                                         | Perform self-criticism towards one's own professional and interpersonal performance                                                                                                                |                |
| CT-07                                                                                                                                                                                                                                                                                                                                                                         | Use communication skills and constructive criticism in teamwork.                                                                                                                                   |                |
| CT-09                                                                                                                                                                                                                                                                                                                                                                         | Integrate appropriately into multidisciplinary teams and diverse cultural contexts                                                                                                                 |                |
| CT-11                                                                                                                                                                                                                                                                                                                                                                         | Develop in work practice a professional ethic based on aesthetic, environmental and diversity appreciation and sensitivity.                                                                        |                |
| CT-13                                                                                                                                                                                                                                                                                                                                                                         | Seek excellence and quality in professional activity.                                                                                                                                              |                |
| CT-15                                                                                                                                                                                                                                                                                                                                                                         | Work autonomously and value the importance of initiative and entrepreneurial spirit in professional practice.                                                                                      |                |
| CT-17                                                                                                                                                                                                                                                                                                                                                                         | CTo contribute with their professional activity to raising social awareness of the importance of cultural heritage, its impact in different areas and its capacity to generate significant values. |                |
| CG-07                                                                                                                                                                                                                                                                                                                                                                         | Organize, lead and/or coordinate work teams and know how to adapt to multidisciplinary teams                                                                                                       |                |
| CG-11                                                                                                                                                                                                                                                                                                                                                                         | Communicate ideas and projects to clients, argue reasoned, know how to evaluate proposals and channel dialogue.                                                                                    |                |
| CG-15                                                                                                                                                                                                                                                                                                                                                                         | Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.                                                   |                |
| Applied teaching methodologies                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                    |                |
| PICK UP                                                                                                                                                                                                                                                                                                                                                                       | Description                                                                                                                                                                                        |                |
| MD14                                                                                                                                                                                                                                                                                                                                                                          | Tutored professional practices.                                                                                                                                                                    |                |
| Learning outcomes                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                    |                |
| PICK UP                                                                                                                                                                                                                                                                                                                                                                       | Description                                                                                                                                                                                        |                |
| RA-01                                                                                                                                                                                                                                                                                                                                                                         | Working in a team and in diverse work contexts                                                                                                                                                     |                |
| RA-02                                                                                                                                                                                                                                                                                                                                                                         | Adapt autonomously in a professional environment.                                                                                                                                                  |                |

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|       |                                                                                                                                   |
|-------|-----------------------------------------------------------------------------------------------------------------------------------|
| RA-03 | Show communication skills in a professional environment.                                                                          |
| RA-04 | Carry out activities around the production and/or management of a design project and solve specific problems.                     |
| RA-05 | Have a responsible and ethical attitude in relation to the professional, social and productive environment                        |
| RA-06 | Manage and plan work in an effective and motivating way. Make decisions autonomously following company guidelines.                |
| RA-07 | Integrate into the workplace and transfer the knowledge acquired during the internship as the beginning of professional practice. |

### Continuous evaluation

#### Specific evaluation criteria within continuous evaluation

Report from the collaborating entity:

- Relational framework/student attitude (30%)
- Procedural and methodological framework (40%)
- Marc conceptual (30%)

#### Evaluation instruments within continuous evaluation

Through the Bid application of the Department of Education,

- Bid's REF17 Company Tutor Periodic Reports
- Periodic reports of the student REF17 of Bid
- Final Evaluation Report of the REF15 sBid business tutor
- Global Qualification REF 20
- Evaluation of the ESDAPC internship tutor

#### Specific recovery criteria within continuous assessment

If during the internship the reports from the company are negative, the tutor speaks with the company and the student. If the company or the student does not want to continue with the agreement, it is terminated and a new company is sought.

If the internship is finally suspended, despite the weighted average with the report, a new agreement will be made with the same or different collaborating entity.

#### Recovery outside of continuous assessment

#### Specific recovery criteria outside of continuous assessment

Considering that the internship subject is carried out in a company through an agreement, there is no possibility of making up outside of the continuous assessment.

#### Recovery instruments outside of continuous assessment

Since recovery cannot be done outside of continuous assessment, there are no recovery instruments.

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|                                                                                                                                                                                                                         |                                                                                                                                                                                                         |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| ACTIVITY 2                                                                                                                                                                                                              | 2. Duration: 16 weeks 1.25 hours (20 hours)                                                                                                                                                             | Weighting: 30% |
| Description of the activity                                                                                                                                                                                             |                                                                                                                                                                                                         |                |
| Final report of the Professional Practices                                                                                                                                                                              |                                                                                                                                                                                                         |                |
| Contents                                                                                                                                                                                                                |                                                                                                                                                                                                         |                |
| Professional ethics based on aesthetic and environmental appreciation and sensitivity.<br>Design values in the impact on improving the quality of life and the environment within the context of professional practice. |                                                                                                                                                                                                         |                |
| Skills                                                                                                                                                                                                                  |                                                                                                                                                                                                         |                |
| CT-06                                                                                                                                                                                                                   | Perform self-criticism towards one's own professional and interpersonal performance                                                                                                                     |                |
| 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. |                |
| 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. |                |
| 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. |                |
| 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                                                                                                                                                                                          |                                                                                                                                                                                                         |                |
| PICK UP                                                                                                                                                                                                                 | Description                                                                                                                                                                                             |                |
| MD14                                                                                                                                                                                                                    | Reflective memory                                                                                                                                                                                       |                |
| Learning outcomes                                                                                                                                                                                                       |                                                                                                                                                                                                         |                |
| PICK UP                                                                                                                                                                                                                 | Description                                                                                                                                                                                             |                |
| RA-08                                                                                                                                                                                                                   | Reflect critically on one's own practice and acquired experience and relate it to topics of interest                                                                                                    |                |

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### Continuous evaluation

#### Specific evaluation criteria within continuous evaluation

##### 1. Marc conceptual (80%)

- Analyze and assess strengths and weaknesses of social influence factors of design, the impact on improving the quality of life and the environment, and aspects of innovation and quality in the company's production. (40%)
- Reflect synthetically and critically on professional practice: list strengths and weaknesses regarding the relationship between the tasks carried out and the skills acquired throughout higher design studies. Conclusions (40%)

##### 2. Formal aspects (20%)

- Document presentation

It must include the ESDAP Catalunya logo, the student's name, ESDAP Catalunya Campus, name of the company and professional internship tutor, date (month/year).

The work will have a recommended length of 5000 characters with a font size of 12 points.

- Structuring the contents
- Use of appropriate terminology
- Spelling correction

The deadline for submitting the report is 15 calendar days from the end date of the internship. If it is not submitted within the deadline, it will have to be retaken outside of the continuous assessment.

#### Evaluation instruments within continuous evaluation

- Rubric
- Individual return of corrections to be made

#### Specific recovery criteria within continuous assessment

They remain the same as for continuous assessment.

Memory returned To improve, the student has 7 calendar days to resubmit it corrected.

#### Recovery outside of continuous assessment

#### Specific recovery criteria outside of continuous assessment

The student must present the report during the recovery week stipulated in the course calendar to the ESDAPC internship tutor. The evaluation criteria for the written work are the same as those for the continuous assessment, but they must also make an oral defense in front of the tutor.

Memory (50%)

Oral Defense (50%)

#### Recovery instruments outside of continuous assessment

- Rubric
- Oral presentation of the work.

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