# 8S_FO_Final study project

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

**Subject:**Final study project

**Type:**Mandatory Training

**Credits:**22 ECTS
**Course:**4
**Semester:** 8th
**Language in which it is taught:**Catalan / Spanish

**Total hours:**550h
**Hours/week:**34.4h
**Face-to-face hours/week:**6h
**Self-employed hours/week:**28.4h

**Prerequisites:**To be able to be evaluated for the TFE, students must have passed all the subjects of the studies, including the professional internships, at the time of the closing of the evaluation.

## 1. Presentation of the subject

The main objective of the Final Study Project is for students to execute an original design project witha high degree of autonomyand critical reflection. Thus, it is the point that culminates the training and that collects everything that the students have learned and have incorporated with the completion of all the subjects of the curriculum. In the case of design studies, it is necessary to develop a product, space or artifact and must include a detailed explanatory report according to the characteristics of the labor sector of reference.

Students must demonstrate, by defending and presenting the project before an evaluation committee, that they have achieved the competencies, skills and abilities that qualify them for the professional practice of their specialty or to continue with research and third-level studies.

## 2. Course contents

- Analysis and definition of a design problem.
- Methodology and research.
- Innovation strategy and criteria.
- Development and definition of a design project.
- Exhibition and public presentation of a design project.

## 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 |

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|---|---|---|---|
| CT-13 | Seek excellence and quality in professional activity. | X | X |
| CT-14 | Master the research methodology in the generation of viable projects, ideas and solutions. | X | X |

| General skills | | Subject | Subject |
|---|---|---|---|
| CG-01 | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. | X | X |
| CG-08 | Propose research and innovation strategies to resolve expectations focused on functions, needs and materials. | X | X |
| CG-17 | Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals. | X | X |
| CG-21 | Mastering research methodology. | 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-04 | Master the procedures for creating communicative codes. | X | X |
| GRA-06 | Interrelate formal and symbolic languages with specific functionality. | X | X |
| GRA-09 | Analyze the behavior of the recipients of the communication process based on the project objectives. | X | X |
| GRA-10 | Apply methods to verify communicative effectiveness. | X | X |

| Specific Interior Design skills | | Subject | Subject |
|---|---|---|---|
| INT-01 | Generate and materialize functional, formal and technical solutions that allow the optimal use and utilization of interior spaces. | X | X |
| INT-02 | Conceive and develop interior design projects with criteria that lead to improvement in the quality, use and consumption of productions | X | X |
| INT-05 | Resolve aesthetic, functional, technical and construction problems that arise during the development and execution of the project | X | X |
| IN-06 | Interrelate formal and symbolic languages with specific functionality | X | X |

| Specific Fashion Design skills | | Subject | Subject |
|---|---|---|---|
| MOD-01 | Generate creative fashion design proposals appropriate to the material, functional, aesthetic, and communicative conditions of the work situations | X | X |
| MOD-02 | Conceive and materialize fashion design projects that integrate formal, material, technical, functional, communicative, and realization aspects | X | X |
| MOD-06 | To base the creative process on research, methodological and aesthetic strategies | X | X |
| MOD-07 | Interrelate formal and symbolic languages with specific functionality | 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 |
|---|---|---|

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|---|---|---|---|
| PRO-01 | Determine the final characteristics of products, services and systems, consistent with the structural, organizational, functional, expressive and economic requirements and relationships defined in the project. | X | X |
| PRO-02 | Solve project problems using appropriate methodology, skills and procedures | X | X |
| PRO-03 | Propose, evaluate and determine alternative solutions to complex product and system design problems | X | X |
| PRO-04 | Value and integrate the aesthetic dimension in relation to the use and functionality of the product | X | X |

## 4. Learning outcomes

| SUN | Description of the general learning outcomes of the subject | Skills |
|---|---|---|
| RA-1 | Significantly use research methodology to obtain information to document and define the topic of the final study project, its scope and impact. Demonstrating analytical and systematic criteria in the work and applying a coherent methodology. | CT-14<br>CG-21 |
| RA-2 | Experiment, propose and evaluate ideas, concepts and solutions responding to criteria of innovation, creativity or social improvement. | CG-08 |
| RA-3 | Plan and develop the project responding to the objectives set with criteria of quality and ethical values, environmental sustainability, efficiency, values that determine the benchmarks of excellence. | CT-01<br>CT-13<br>CG-01 |
| RA-4 | Size the final study project appropriately according to the requirements and conditions of the specialty, showing the knowledge and skills acquired. Transfer global knowledge and skills. | CG-01<br>CG-17 |
| RA-5 | Have the capacity for critical judgment regarding one's own work and know how to draw conclusions from it. | CT-06 |
| RA-6 | Evaluate and improve the project development process independently. | CT-03<br>CT-13 |
| RA-7 | Carry out the Final Study Project showing initiative, motivation and entrepreneurial spirit when executing it to achieve lines of innovation in the results. | CT-13<br>CG-08 |
| RA-8 | Present and argue the Final Study Project in public through a well-structured speech with critical capacity. | CG-01 |
| RA-9 | Channel the dialogue and respond to questions about the topic raised in the evaluation committee | CT-06 |
| RA-10 | Integrate content documentation, representation techniques and presentation systems. | CG-01 |

| SUN | Description of specific learning outcomes(Graphic Design) | Skills |
|---|---|---|
| RA-G1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. | CT-14<br>CG-21 |
| RA-G2 | The student proposes creative and innovative solutions that respond to the needs of the project. | CG-08 |
| RA-G3 | The student has done a good job of experimenting and exploring alternatives and project solutions. | CT-03 |
| RA-G4 | The student is able to plan and manage project tasks efficiently, correctly distributing time and resources to achieve objectives. | CT-01 |
| RA-G5 | The student is able to design appropriate solutions that resolve functionality and efficiency in the graphic field, responding to specific usage needs. | CG-01<br>GRA-01 |

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|---|---|---|
| RA-G6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. | CT-13 |
| RA-G7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. | CG-01 |
| RA-G8 | The student knows the types of communicative codes according to the cultural context and shows skills to simplify complex ideas and make them accessible to a diverse audience. | GRA-01 |
| RA-G9 | The student develops aesthetically coherent solutions, creating a synergistic graphic universe according to the objectives and context of the project. | GRA-06 |
| RA-G10 | The student experiments with visual elements such as colors, shapes, lines, icons, etc., to communicate messages based on the reactions of human perception. | GRA-06 |
| RA-G11 | The student demonstrates the ability to integrate technical requirements into the development of the design project. | CG-01 |
| RA-G12 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. | CG-17<br>GRA-09<br>GRA-10 |
| RA-G13 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. | CT-06<br>CT-13 |
| RA-G14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. | CT-06 |
| RA-G15 | The student demonstrates the ability to define clear and measurable personal and professional goals. | CG-17 |
| RA-G16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. | CG-08 |
| RA-G17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. | CG-01 |
| RA-G18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. | CG-01 |
| RA-G19 | The student demonstrates skill in creating materials that support and illustrate their ideas and design projects. | CG-01 |
| UK-G20 | The student shows digital competence with the use of graphic content tools (image editors, video creation, prototyping, programming, etc.). | CG-01 |
| RA-G21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. | CG-01 |
| RA-G22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. | CG-21 |

| SUN | Description of specific learning outcomes(Interior Design) | Skills |
|---|---|---|
| RA-I1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. | CT-14<br>CG-21 |
| RA-I2 | The student proposes creative and innovative solutions that respond to the needs of the project. | CG-08 |
| RA-I3 | The student has done a good job of experimenting and exploring alternatives and project solutions. | CT-03 |
| RA-I4 | The student is able to plan and manage project tasks efficiently, correctly distributing time and resources to achieve objectives. | CT-01 |
| RA-I5 | The student is able to design spatial solutions that maximize functionality and efficiency in the use of | CG-01 |

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| | space, responding to the needs of use and the specific context. | INT-01 |
| RA-I6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. | CT-13<br>INT-02 |
| RA-I7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. | INT-02 |
| RA-I8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the space according to the project objectives. | INT-05<br>INT-06 |
| RA-I9 | The student describes and represents the solutions and construction elements in detail. | CT-13 |
| RA-I10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. | CG-01 |
| RA-I11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved and whether they need to be adjusted, and justifying this with specific evidence. | CG-17<br>CT-06 |
| RA-I12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. | CT-06<br>CT-13 |
| RA-I13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. | CT-06 |
| RA-I14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. | CT-06 |
| RA-I15 | The student demonstrates the ability to define clear and measurable personal and professional goals. | CG-17 |
| RA-I16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. | CG-08 |
| RA-I17 | The student communicates project solutions in a clear and structured manner, using a report that justifies and reflects the process and decisions made. | CG-01 |
| RA-I18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. | CG-01 |
| RA-I19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. | CG-01 |
| RA-I20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. | CG-01 |
| RA-I21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. | CG-01 |
| RA-I22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. | CG-21 |

| SUN | Description of specific learning outcomes(Fashion Design) | Skills |
|---|---|---|
| RA-M1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. | CT-14<br>CG-21<br>MOD-06 |
| RA-M2 | The student proposes creative and innovative solutions that respond to the needs of the project. | CG-08 |
| RA-M3 | The student has done a good job of experimenting and exploring alternatives and project solutions. | CT-03 |

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|---|---|---|
| UK-M4 | The student is able to plan and manage project tasks efficiently, correctly distributing time and resources to achieve objectives. | CT-01 |
| RA-M5 | The student is able to design appropriate solutions that resolve the functionality and efficiency of the design, responding to specific use needs. | CG-01<br>MOD-01 |
| RA-M6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. | CT-13<br>MOD-02 |
| RA-M7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. | CG-01<br>MOD-02 |
| RA-M8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the design according to the project's objectives. | MOD-07<br>MOD-08 |
| RA-M9 | The student describes and represents the solutions and elements in detail. | CT-13 |
| RA-M10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. | CG-01<br>MOD-08 |
| RA-M11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. | CG-17 |
| RA-M12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. | CT-06 |
| RA-M13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. | CT-06 |
| RA-M14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. | CT-06 |
| RA-M15 | The student demonstrates the ability to define clear and measurable personal and professional goals. | CG-17 |
| RA-M16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. | CG-08 |
| RA-M17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. | CG-11 |
| RA-M18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. | CG-11 |
| RA-M19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. | CG-01 |
| RA-M20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. | CG-01 |
| RA-M21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. | CG-11 |
| RA-M22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. | CG-21 |

| SUN | Description of specific learning outcomes(Product Design) | Skills |
|---|---|---|
| RA-P1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. | CT-14<br>CG-21 |
| RA-P2 | The student proposes creative and innovative solutions that respond to the needs of the project. | CG-08 |

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|---|---|---|
| RA-P3 | The student has done a good job of experimenting and exploring alternatives and project solutions. | CT-03 |
| RA-P4 | The student is able to plan and manage project tasks efficiently, correctly distributing time and resources to achieve objectives. | CT-01 |
| RA-P5 | The student is able to design appropriate solutions that resolve the functionality and efficiency of the design, responding to specific use needs. | CG-01<br>PRO-01<br>PRO-02 |
| RA-P6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. | CT-13 |
| RA-P7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. | CG-01 |
| RA-P8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the design according to the project's objectives. | PRO-04 |
| RA-P9 | The student describes and represents the solutions and elements in detail. | CT-13 |
| RA-P10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. | CG-01 |
| RA-P11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. | CG-17<br>PRO-03 |
| RA-P12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. | CT-06 |
| RA-P13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. | CT-06 |
| RA-P14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. | CT-06 |
| RA-P15 | The student demonstrates the ability to define clear and measurable personal and professional goals. | CG-17 |
| UK-P16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. | CG-08 |
| RA-P17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. | CG-11 |
| RA-P18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. | CG-11 |
| RA-P19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. | CG-01 |
| RA-P20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. | CG-01 |
| RA-P21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. | CG-11 |
| RA-P22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. | CG-21 |

## 5. Teaching methodologies of the subject

| Get up | Typology | Description | Apply |
|---|---|---|---|

| | | | |
|---|---|---|---|
| MD6 | Presentations and/or defenses | Publicly presenting the results of a work, project or research in front of an audience. | AF3 |
| MD7 | Case study | Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references. | AF1 |
| MD8 | Project work | Project or problem based on the real or professional world that needs to be solved independently or in a group. | AF1<br>AF2 |
| MD14 | Process and evolution portfolio | Collection of evidence of the student's work (references, sketches, texts, images, models, videos...) accompanied by personal reflections on the design process itself, the decisions made, the difficulties encountered and the learning achieved. | AF1 |

## 6. Training activities of the subject

| Get up | Description | Duration | Percentage |
|---|---|---|---|
| AF1 | Final Project Tutoring | 14 weeks | 10% |
| AF2 | Specialty design project | Delivery week 14 | 10%+60% |
| AF3 | Defense of the Final Project | 2 weeks | 20% |

## 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.

However,

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 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 thedeadlines, the format and contentsdefined 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 evaluation 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 argumented and justified manner in the form ofgeneric 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**

Several agents are involved in the TFE evaluation process:the tutor, a professor of the campus

specialtywho monitors the work during the weekly tutoring process, and the evaluation committee, made up of:

- President: teacher of the ESDAPC of the specialty
- Secretary: professor of ESDAPC
- Member: a design professional of recognized prestige in the specialty

The TFG grade is obtained from two distinct parts:

- the grade of the TFG tutor, corresponding to 20% of the final grade, which takes into account the monitoring of the tutoring and the final result of the work.
- that of the TFG evaluation committee, corresponding to 80% of the final grade, of which 60% corresponds to the evaluation of the work and the remaining 20% to the communication and defense of the work.

The following evaluation criteria are defined:

| | | | | | | Disseny Gràfic | Disseny d'Interiors | Disseny de Moda | Disseny de Producte |
|---|---|---|---|---|---|---|---|---|---|
| QUALIFICACIÓ FINAL TFG | 20% | QUALIFICACIÓ TUTOR | 50% | SEGUIMENT TUTORIA | Procés de treball | 30% | 30% | 30% | 30% |
| | | | | | Autonomia i capacitat d'autoregulació | 30% | 30% | 30% | 30% |
| | | | | | Experimentació i procés creatiu | 30% | 30% | 30% | 30% |
| | | | | | Recerca de l'excel·lència i la qualitat | 10% | 10% | 10% | 10% |
| | | | 50% | RESULTAT FINAL TFG | Introducció i context del projecte | 5% | 5% | 5% | 5% |
| | | | | | Definició del bríffing | 10% | 10% | 10% | 10% |
| | | | | | Conceptualització | 10% | 10% | 10% | 10% |
| | | | | | Relació i coherència formal, funcional i simbòlica del projecte | 25% | 25% | 25% | 25% |
| | | | | | Representació i comunicació gràfica 2D i 3D | 25% | 20% | 20% | 20% |
| | | | | | Capacitat de definir tècnicament el projecte | 10% | 15% | 15% | 15% |
| | | | | | Reflexió crítica. Conclusions del projecte | 10% | 10% | 10% | 10% |
| | | | | | Presentació formal del treball | 5% | 5% | 5% | 5% |
| | 80% | COMISSIÓ AVALUADORA | 75% | RESULTAT FINAL TFG | Introducció i context del projecte | 5% | 5% | 5% | 5% |
| | | | | | Definició del briefing | 10% | 10% | 10% | 10% |
| | | | | | Conceptualització | 10% | 10% | 10% | 10% |
| | | | | | Relació i coherència formal, funcional i simbòlica del projecte | 25% | 25% | 25% | 25% |
| | | | | | Representació i comunicació gràfica 2D i 3D | 25% | 20% | 20% | 20% |
| | | | | | Capacitat de definir tècnicament el projecte | 10% | 15% | 15% | 15% |
| | | | | | Reflexió crítica. Conclusions del projecte | 10% | 10% | 10% | 10% |
| | | | | | Presentació formal del treball | 5% | 5% | 5% | 5% |
| | | | 25% | DEFENSA TFG | Recursos audiovisuals i/o materials de suport de la presentació | 40% | 40% | 40% | 40% |
| | | | | | Contingut i estructura de l'argumentació | 40% | 40% | 40% | 40% |
| | | | | | Debat i capacitat de resposta | 20% | 20% | 20% | 20% |

The evaluation of AF1 (TFE Tutoring) is carried out by the tutor once the tutoring monitoring has been completed, taking into account the results of the monitoring sheets and as a conclusion of the work process, according to the conditions defined in the activity 1 sheet and the tutoring monitoring

evaluation rubric.

The evaluation of the AF2 (TFE Submission), the TFG document submitted online (via Moodle) and the documents for communication and dissemination, involves the participation of the tutor (10% of the TFG grade) and the evaluation committee (60% of the TFG grade). The design project is evaluated with a specific evaluation rubric according to the competencies and learning outcomes of each specialty.

Failure to comply with the submission requirements and presentation format of the AF2, within the submission deadline established in the TFG calendar, without justified reasons for an extension, will be evaluated with a grade of zero (0) in both the tutor's section (10% of the TFG grade) and the evaluation committee's section (60% of the TFG grade).

In cases of serious absenteeism, with attendance of less than 50% of the subject's face-to-face hours, the student loses the right to evaluation by the tutor. He/she will be evaluated with a grade of zero (0) both in the monitoring of the tutoring (AF1 = 10% of the grade = 0) and in the final result of the work by the tutor (AF2 = 10% of the grade = 0). However, this does not affect the possibility of being able to present his/her final work and be evaluated by the evaluation committee of both AF2 (60% of the TFG grade) and AF3 (20% of the TFG grade).

The AF3 is carried out uniquely during the Final Thesis Defense Day that each ESDAPC course organizes in person on a campus. Students who have presented their work and meet the presentation requirements (have passed all the subjects of the training program with the exception of the TFE) and have met the submission requirements and presentation format of the AF2, within the submission deadline established in the TFE calendar; are summoned according to the schedule published through Moodle to their defense and presentation sessions before the evaluation committees that have assigned their work. During the defense session, the evaluation committee asks questions that aim to motivate the debate and be able to evaluate the student's ability to respond and argue. After the defenses, the committee issues a collegiate assessment that is included in the defense evaluation rubric.

You must have passed all the subjects of the Bachelor's degree studies, including professional internships, to be able to defend and be qualified as a Bachelor's Final Project. In the event of not having passed all the subjects of the studies, and not having cancelled the registration for the TFG according to the current calendar, the TFG subject is evaluated with a Not Presented (NP).

**Evaluation instruments within continuous evaluation**

Tracking sheets (reflective portfolio):

- Tracking sheet 1
- Tracking sheet 2
- Tracking sheet 3

Evaluation rubrics:

- Tutoring monitoring rubric

- Rubric for the final result of the TFE in Graphic Design
- Rubric for the final result of the TFE in Interior Design
- Rubric for the final result of the TFE in Fashion Design
- Rubric for the final result of the TFE in Product Design
- Defense signature

### 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.

**Specific recovery criteria within continuous assessment**

The recovery criteria within the continuous assessment of AF1 are defined in the activity sheet.

The recovery criteria within the continuous assessment of AF2 are defined in the activity sheet.

Due to its uniqueness and complexity,No recovery mechanisms are foreseen for AF3.

**Specific recovery criteria outside of continuous assessment**

Due to its uniqueness and complexity,no mechanisms for recovering the AFs are foreseenof the Final Project outside of continuous assessment.

**Subject recovery instruments outside of continuous assessment**

There are none.

## 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 thecitation 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.

## 11. Sources of information and teaching resources

### Basic bibliography

### Reference bibliography and other resources

### Audiovisuals

## 12. Content blocks

| ACTIVITY 1 | Duration: 14 weeks | Weighting: 10% tutor |
|---|---|---|

### Activity description

**Final Project Tutoring**
Each student is assigned a tutor who schedules monitoring and feedback activities according to the TFG calendar and their classroom schedule.
The tutor has the following tasks:

- Guide students in the planning, development and presentation of the project.
- Monitor the projects of tutored students in each phase of the work.
- Supervise and provide support during the decision-making process that affects the overall project structure.
- Advise the student and put them in contact with professionals or companies that can help them expand the necessary information or solve problems.

### Contents

- Analysis and definition of a design problem.
- Methodology and research.
- Innovation strategy and criteria.
- Development and definition of a design project.

### 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-13 | Seek excellence and quality in professional activity. |
| CG-08 | Propose research and innovation strategies to resolve expectations focused on functions, needs and materials. |

### Applied teaching methodologies

| | |
|---|---|
| MD7 | Case study |
| MD8 | Project work |
| MD14 | Process and evolution portfolio |

### Learning outcomes

| | |
|---|---|
| RA-2 | Experiment, propose and evaluate ideas, concepts and solutions responding to criteria of innovation, creativity or social improvement. |
| RA-3 | Plan and develop the project responding to the objectives set with criteria of quality and ethical values, environmental sustainability, efficiency, values that determine the benchmarks of excellence. |
| RA-5 | Have the capacity for critical judgment regarding one's own work and know how to draw conclusions from it. |
| RA-6 | Evaluate and improve the project development process independently. |
| RA-G4/RA-I4/ | The student is able to plan and manage project tasks efficiently, correctly distributing time and resources to achieve |

RA-M4/RA-P4 objectives.

## Continuous evaluation

## Specific evaluation criteria within continuous evaluation

The chipstracking, serve to document and accredit the levels of achievement of the different phases of the monitoring of the tutoring within the continuous evaluation process. They also serve to define 3 control points throughout the semester in which the student must demonstrate their ability to plan and organize time within the Work Process.

For the evaluation of the tutoring follow-up, the following evaluation criteria are defined:

| | | Disseny Gràfic | Disseny d'Interiors | Disseny de Moda | Disseny de Producte |
|---|---|---|---|---|---|
| SEGUIMENT TUTORIA | Procés de treball | 30% | 30% | 30% | 30% |
| | Autonomia i capacitat d'autoregulació | 30% | 30% | 30% | 30% |
| | Experimentació i procés creatiu | 30% | 30% | 30% | 30% |
| | Recerca de l'excel·lència i la qualitat | 10% | 10% | 10% | 10% |

These general criteria are subdivided into assessment criteria related to learning outcomes in the follow-up assessment rubric:

| | *Apartat del treball* | COMP. | Descripció de la competència | RA | Resultat d'aprenentatge | Criteris d'avaluació |
|---|---|---|---|---|---|---|
| Desenvolupament del procés de treball: planificació, evolució i organització del temps | *Procés de treball* | CT-1 | Organitzar i planificar el treball de forma eficient i motivadora. | RA-3 | Planificar i desenvolupar el projecte responent als objectius plantejats amb criteris de qualitat i de valors ètics, de sostenibilitat ambiental, d'eficiència, valors que determinen els referents de l'excel·lència. | **Planificació de tasques i fases** |
| | | | | RA-G4 RA-I4 RA-M4 RA-P4 | L'estudiant és capaç de planificar i gestionar les tasques del projecte de manera eficient, distribuint correctament el temps i els recursos per assolir els objectius. | **Distribució del temps** |
| | *Autonomia i capacitat d'autoregulació* | CT-13 | Buscar l'excel·lència i la qualitat en la activitat professional. | RA-6 | Valorar i millorar el procés de desenvolupament del projecte de forma autònoma. | **Iniciativa i autonomia** |
| | | CT-03 | Solucionar problemes i prendre decisions que responguin als objectius del treball que es realitza | | | **Capacitat d'ajustar-se a imprevistos o limitacions del projecte** |
| | *Experimentació i procés creatiu* | CG-08 | Plantejar estratègies d'investigació i innovació per resoldre expectatives centrades en funcions, necessitats i materials. | RA-2 | Experimentar, proposar i avaluar idees, conceptes i solucions responent a criteris d'innovació, creativitat o millora social. | **Capacitat d'experimentació** |
| | *Recerca de l'excel·lencia i la qualitat* | CT-06 | Realitzar autocrítica cap al propi acompliment professional i interpersonal. | RA-5 | Tenir capacitat de judici crític envers el seu propi treball i saber extreure'n conclusions. | **Capacitat d'autocrítica, millora i superació** |

**Loss of continuous assessment due to absences from attendance**

The student who does not attend a minimum of 50% of the face-to-face hours of the activity loses the right to continuous evaluation of the monitoring of the tutoring and therefore will not receive feedback in the format of monitoring reports and will not be able to be evaluated in the process of monitoring the tutoring (10% of the TFG grade = 0).

**Loss of continuous assessment for failure to meet checkpoint delivery requirements**

The student who does not comply with the submission requirements (format, content and deadline) at the 3 checkpoints (monitoring reports) will not receive feedback from the monitoring report for the unfulfilled checkpoint.

At the end of the tutoring monitoring process, the Work Process will be evaluated, with a rating of VERY UNSATISFACTORY (0).

**Loss of evaluation by the tutor**

In cases of serious absenteeism, with attendance of less than 50% of the subject's face-to-face hours and without complying with the submission requirements (format, content and deadline) at the 3 control points (monitoring reports), the student loses the right to evaluation by the tutor, both of the monitoring of the tutoring and of the final result of the work (20% of the TFG grade = 0).

## Evaluation instruments within continuous evaluation

Rúbriquesmonitoring and self-evaluation:
- Rubricfollow-up 1: topic specification and briefing
- Monitoring rubric 2: conceptualization, development and coherence of the work process
- Monitoring rubric 3: Conclusions and areas for improvement

Evaluation rubrics:
- Tutoring monitoring rubric

## Specific recovery criteria within continuous assessment

The checkpointsThey serve to document and accredit the levels of achievement of the different phases of the monitoring of the tutoring within the continuous evaluation process. The recovery of the evaluation criteria not achieved throughout the tutoring process will be done within the continuous evaluation with the delivery of the tasks linked to the next control point.

- **Point of control1: specification of the topic and briefing**

  The student who does not meet the submission requirements(format, content anddeadline) at the 1st checkpoint, will not receive feedback on the monitoring sheet for the unfulfilled checkpoint. At the end of the tutoring monitoring process, the Work Process will be evaluated,

with a rating of VERY UNSATISFACTORY (0).

The student who obtains a non-positive evaluation (DOES NOT MEET THE CRITERION) in the validation of the topic and the briefing, may opt to retake this section at Control Point 2.

- **Point of control2: conceptualization, development and coherence of the work process**

  The student who does not meet the submission requirements(format, content and deadline)at the 2nd checkpoint, you will not receive feedback on the tracking sheet for the unfulfilled checkpoint. At the end of the tutorial tracking process, you will be evaluated on the Work Process, with a rating of VERY UNSATISFACTORY (0).

  The student who obtains a non-positive evaluation (LIMITED / UNSATISFACTORY / VERY UNSATISFACTORY) in the monitoring sheet 2, may opt to recover this section in the final submission of the project, when the tutor re-evaluates the Monitoring of the tutoring.

- **Point of control3: conclusions and areas for improvement**

  The student who does not meet the submission requirements (format, content and deadline) at the 3rd checkpoint will not receive feedback on the tracking sheet for the unfulfilled checkpoint. At the end of the tutorial monitoring process, the Work Process will be evaluated, with a rating of VERY UNSATISFACTORY (0).

  The student who obtains a non-positive evaluation (DOES NOT MEET THE CRITERION) in monitoring sheet 3 will be able to opt to recover it in the final submission of the project.

## Recovery outside of continuous assessment

### Specific recovery criteria outside of continuous assessment

Due to their uniqueness and complexity, no mechanisms are foreseen for recovering AF1s outside of continuous assessment.

### Recovery instruments outside of continuous assessment

There are none.

| ACTIVITY 2 | Duration: 14 weeks | Weighting: 10% tutor + 60% evaluation committee |
|---|---|---|

## Description of the activity

**Specialty design project**
Execute an original design project with a high degree of autonomy and order, as well as experiment, propose and evaluate the ideas, concepts and proposed solutions, seeking excellence and quality in the final result.

## Contents

- Analysis and definition of a design problem.
- Methodology and research.
- Innovation strategy and criteria.
- Development and definition of a design project.

## Skills

| | |
|---|---|
| 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-13 | Seek excellence and quality in professional activity. |
| CT-14 | Master the research methodology in the generation of viable projects, ideas and solutions. |
| CG-01 | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. |
| CG-08 | Propose research and innovation strategies to resolve expectations focused on functions, needs and materials. |
| CG-17 | Plan, evaluate and develop learning strategies appropriate to achieving personal and professional goals. |
| CG-21 | Mastering research methodology. |
| INT-01 | Generate and materialize functional, formal and technical solutions that allow the optimal use and utilization of interior spaces. |
| INT-02 | Conceive and develop interior design projects with criteria that lead to improvement in the quality, use and consumption of productions |
| 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 |
| GRA-01 | Generate, develop and materialize ideas, concepts and images for complex communication programs. |
| GRA-04 | Master the procedures for creating communicative codes. |
| GRA-06 | Interrelate formal and symbolic languages with specific functionality |
| GRA-09 | Analyze the behavior of the recipients of the communication process based on the project objectives. |
| GRA-10 | Apply methods to verify communicative effectiveness. |
| MOD-01 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. |
| MOD-02 | Conceive and materialize fashion design projects that integrate formal, material, technical, functional, communicative, and realization aspects |
| MOD-06 | To base the creative process on research, methodological and aesthetic strategies |
| MOD-07 | Interrelate formal and symbolic languages with specific functionality |
| MOD-08 | Resolve aesthetic, functional, technical and implementation problems that arise in the development and execution of the project |

| | |
|---|---|
| PRO-01 | Determine the final characteristics of products, services and systems, consistent with the structural, organizational, functional, expressive and economic requirements and relationships defined in the project. |
| PRO-02 | Solve project problems using appropriate methodology, skills and procedures |
| PRO-03 | Propose, evaluate and determine alternative solutions to complex product and system design problems |
| PRO-04 | Value and integrate the aesthetic dimension in relation to the use and functionality of the product |

## Applied teaching methodologies

| | |
|---|---|
| MD7 | Case study |
| MD8 | Project work |

## Learning outcomes

| | |
|---|---|
| RA-1 | Significantly use research methodology to obtain information to document and define the topic of the final study project, its scope and impact. Demonstrating analytical and systematic criteria in the work and applying a coherent methodology. |
| RA-2 | Experiment, propose and evaluate ideas, concepts and solutions responding to criteria of innovation, creativity or social improvement. |
| RA-4 | Size the final study project appropriately according to the requirements and conditions of the specialty, showing the knowledge and skills acquired. Transfer global knowledge and skills. |
| RA-5 | Have the capacity for critical judgment regarding one's own work and know how to draw conclusions from it. |
| RA-10 | Integrate content documentation, representation techniques and presentation systems. |

**Learning outcome Graphic Design**

| | |
|---|---|
| RA-G1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. |
| RA-G2 | The student proposes creative and innovative solutions that respond to the needs of the project. |
| RA-G3 | The student has done a good job of experimenting and exploring alternatives and project solutions. |
| RA-G5 | The student is able to design appropriate solutions that resolve functionality and efficiency in the graphic field, responding to specific usage needs. |
| RA-G6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. |
| RA-G7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. |
| RA-G8 | The student knows the types of communicative codes according to the cultural context and shows skills to simplify complex ideas and make them accessible to a diverse audience. |
| RA-G9 | The student develops aesthetically coherent solutions, creating a synergistic graphic universe according to the objectives and context of the project. |
| RA-G10 | The student experiments with visual elements such as colors, shapes, lines, icons, etc., to communicate messages based on the reactions of human perception. |
| RA-G11 | The student demonstrates the ability to integrate technical requirements into the development of the design project. |
| RA-G12 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. |
| RA-G13 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. |
| RA-G14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. |
| RA-G15 | The student demonstrates the ability to define clear and measurable personal and professional goals. |
| RA-G16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. |
| RA-G17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. |
| RA-G18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. |

| | |
|---|---|
| RA-G19 | The student demonstrates skill in creating materials that support and illustrate their ideas and design projects. |
| UK-G20 | The student shows digital competence with the use of graphic content tools (image editors, video creation, prototyping, programming, etc.). |
| RA-G21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. |
| RA-G22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. |

**Learning outcome Interior Design**

| | |
|---|---|
| RA-I1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. |
| RA-I2 | The student proposes creative and innovative solutions that respond to the needs of the project. |
| RA-I3 | The student has done a good job of experimenting and exploring alternatives and project solutions. |
| RA-I5 | The student is able to design spatial solutions that maximize functionality and efficiency in the use of space, responding to the needs of use and the specific context. |
| RA-I6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. |
| RA-I7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. |
| RA-I8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the space according to the project objectives. |
| RA-I9 | The student describes and represents the solutions and construction elements in detail. |
| RA-I10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. |
| RA-I11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved and whether they need to be adjusted, and justifying this with specific evidence. |
| RA-I12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. |
| RA-I13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. |
| RA-I15 | The student demonstrates the ability to define clear and measurable personal and professional goals. |
| RA-I16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. |
| RA-I17 | The student communicates project solutions in a clear and structured manner, using a report that justifies and reflects the process and decisions made. |
| RA-I18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. |
| RA-I19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. |
| RA-I20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. |
| RA-I21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. |
| RA-I22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. |

**Learning outcome Fashion Design**

| | |
|---|---|
| RA-M1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. |
| RA-M2 | The student proposes creative and innovative solutions that respond to the needs of the project. |
| RA-M3 | The student has done a good job of experimenting and exploring alternatives and project solutions. |
| RA-M5 | The student is able to design appropriate solutions that resolve the functionality and efficiency of the design, responding to specific use needs. |

| | |
|---|---|
| RA-M6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. |
| RA-M7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. |
| RA-M8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the design according to the project's objectives. |
| RA-M9 | The student describes and represents the solutions and elements in detail. |
| RA-M10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. |
| RA-M11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. |
| RA-M12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. |
| RA-M13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. |
| RA-M14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. |
| RA-M15 | The student demonstrates the ability to define clear and measurable personal and professional goals. |
| RA-M16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. |
| RA-M17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. |
| RA-M18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. |
| RA-M19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. |
| RA-M20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. |
| RA-M21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. |
| RA-M22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. |

**Learning outcome Product Design**

| | |
|---|---|
| RA-P1 | The student knows how to apply appropriate research methodologies to identify trends, needs and viable solutions in the field of design. |
| RA-P2 | The student proposes creative and innovative solutions that respond to the needs of the project. |
| RA-P3 | The student has done a good job of experimenting and exploring alternatives and project solutions. |
| RA-P5 | The student is able to design appropriate solutions that resolve the functionality and efficiency of the design, responding to specific use needs. |
| RA-P6 | The student demonstrates a firm commitment to quality and excellence in all phases of the project, ensuring that the proposed solutions meet professional standards. |
| RA-P7 | The student applies sustainability and/or efficiency criteria in the use of material and energy resources, guaranteeing a responsible and environmentally friendly solution. |
| RA-P8 | The student develops aesthetically coherent solutions, harmonizing the visual elements of the design according to the project's objectives. |
| RA-P9 | The student describes and represents the solutions and elements in detail. |
| RA-P10 | The student demonstrates the ability to integrate technical requirements into the development of the design project. |
| RA-P11 | The student demonstrates the ability to reflect on the degree to which he or she has fulfilled the established objectives, analyzing whether these have been achieved totally, partially or if they need to be adjusted, and justifying this with specific evidence. |
| RA-P12 | The student reflects critically on their work, recognizing strengths and weaknesses, and assesses the impact of their decisions, methodologies and actions on the final result, showing a continuous improvement approach. |
| RA-P13 | The student clearly and well-foundedly identifies the areas that need improvement in the project and proposes specific and viable adjustments or changes, integrating them into the work process to optimize the result. |

| | |
|---|---|
| RA-P14 | The student demonstrates a capacity for self-criticism and interest in delving deeper into the specific needs and/or most optimal solutions for the project. |
| RA-P15 | The student demonstrates the ability to define clear and measurable personal and professional goals. |
| UK-P16 | The student demonstrates initiative when proposing lines of innovation or personal contribution. |
| RA-P17 | The student communicates project solutions in a clear and structured manner, using an explanatory report and graphic documentation that reflects the process and decisions made. |
| RA-P18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. |
| RA-P19 | The student demonstrates skill in creating visual materials that support and illustrate their design ideas and projects. |
| RA-P20 | The student demonstrates skills to effectively use various communication technology tools, applying them in interior design projects to create attractive and informative visual presentations. |
| RA-P21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. |
| RA-P22 | The student demonstrates the ability to appropriately reference and cite sources of information and tools used, including recognition of technologies such as artificial intelligence (AI), ensuring transparency and ethics in their work. |

## Continuous evaluation

### Specific evaluation criteria within continuous evaluation

The TFG grade is obtained from two distinct parts:

- the grade of the TFG tutor, corresponding to 10% of the final grade
- that of the TFG evaluation committee, corresponding to 60% of the final grade

The following evaluation criteria are defined:

| | | Disseny Gràfic | Disseny d'Interiors | Disseny de Moda | Disseny de Producte |
|---|---|---|---|---|---|
| RESULTAT FINAL TFG | Introducció i context del projecte | 5% | 5% | 5% | 5% |
| | Definició del briefing | 10% | 10% | 10% | 10% |
| | Conceptualització | 10% | 10% | 10% | 10% |
| | Relació i coherència formal, funcional i simbòlica del projecte | 25% | 25% | 25% | 25% |
| | Representació i comunicació gràfica 2D i 3D | 25% | 20% | 20% | 20% |
| | Capacitat de definir tècnicament el projecte | 10% | 15% | 15% | 15% |
| | Reflexió crítica. Conclusions del projecte | 10% | 10% | 10% | 10% |
| | Presentació formal del treball | 5% | 5% | 5% | 5% |

These general criteria are subdivided into assessment criteria related to learning outcomes in the assessment rubric of each specialty.

**Loss of evaluation by the tutor**

In cases of serious absenteeism, with attendance of less than 50% of the subject's face-to-face hours and without complying with the submission requirements (format, content and deadline) at the 3 control points (monitoring reports), the student loses the right to evaluation by the tutor, both of the monitoring of the tutoring and of the final result of the work (20% of the TFG grade = 0).

**Loss of continuous assessment for failure to meet final submission requirements**

Non-compliance with thesubmission requirements and presentation formatthe AF2, within the submission deadline established in the TFG calendar,without justified reasons for an extension, will be evaluated with a grade of zero (0) in both the tutor section (10% of the TFG grade = 0) and the evaluation committee (60% of the TFG grade = 0).

Likewise, it also implies the Project NOT being assigned to any evaluation committee and therefore, the loss of the public defense of the TFG (20% of the TFG grade = 0).

## Evaluation instruments within continuous evaluation

Evaluation rubrics:

- Rubric for the final result of the TFE in Graphic Design
- Rubric for the final result of the TFE in Interior Design
- Rubric for the final result of the TFE in Fashion Design
- Rubric for the final result of the TFE in Product Design

## Specific recovery criteria within continuous assessment

The student who, having completed all the monitoring, submission and defense of his/her Final Project, does not achieve a passing grade (5) in the final weighted average grade of the different parts, may opt to retake the AF2 with the submission of the revised/expanded project in the retake within the continuous assessment of the same call according to the TFG calendar.

The Final Project will be evaluated by an extraordinary evaluation committee, made up of representatives of the different specialties with the same evaluation criteria as in the continuous evaluation:

| | | Disseny Gràfic | Disseny d'Interiors | Disseny de Moda | Disseny de Producte |
|---|---|---|---|---|---|
| RESULTAT FINAL TFG | Introducció i context del projecte | 5% | 5% | 5% | 5% |
| | Definició del briefing | 10% | 10% | 10% | 10% |
| | Conceptualització | 10% | 10% | 10% | 10% |
| | Relació i coherència formal, funcional i simbòlica del projecte | 25% | 25% | 25% | 25% |
| | Representació i comunicació gràfica 2D i 3D | 25% | 20% | 20% | 20% |
| | Capacitat de definir tècnicament el projecte | 10% | 15% | 15% | 15% |
| | Reflexió crítica. Conclusions del projecte | 10% | 10% | 10% | 10% |
| | Presentació formal del treball | 5% | 5% | 5% | 5% |

The TFG tutor will not participate in this retake call and therefore the evaluation committee's grade will have a weight of 70% of the final grade, and will be averaged with the grades previously obtained from AF1 and AF3 (whether or not they are approved).

## Recovery outside of continuous assessment

**Specific recovery criteria outside of continuous assessment**

Due to its uniqueness and complexity, no recovery mechanisms for AF2 are foreseen outside of continuous assessment.

**Recovery instruments outside of continuous assessment**

There are none.

| ACTIVITY 3 | Duration: 1 week | Weighting: 20% |
|---|---|---|

## Description of the activity

The defense of the TFG is the moment when students present in an argumentative manner the most significant aspects of their project, the results, contributions and conclusions they have reached. During the oral defense of the project, students present their project and answer the questions that the evaluation committee asks them.

The defense of the TFG will be held in person, in an open and public session. The calendar, time and place of presentation will be published in the TFG Information course after submission.

The exhibition will be accompanied by audiovisual support and physical media (samples, models, prototypes, etc.) that the student considers appropriate, and which the student will bring on the day of the exhibition.

## Contents

- Exhibition and public presentation of a design project.

## Skills

| | |
|---|---|
| CT-06 | Perform self-criticism towards one's own professional and interpersonal performance. |
| CG-01 | Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions. |

## Applied teaching methodologies

| | |
|---|---|
| MD6 | Presentations and/or defenses |

## Learning outcomes

| | |
|---|---|
| RA-8 | Present and argue the Final Study Project in public through a well-structured speech with critical capacity. |
| RA-9 | Channel the dialogue and respond to questions about the topic raised in the evaluation committee |
| RA-10 | Integrate content documentation, representation techniques and presentation systems. |
| RA-G18 / RA-I18<br>RA-M18 / RA-P18 | The student presents the work in an orderly, clear and visually attractive manner, using an appropriate layout that facilitates understanding and reading, respecting formal conventions and graphic design. |
| RA-G19 / RA-I19<br>RA-M19 / RA-P19 | The student demonstrates skill in creating materials that support and illustrate their ideas and design projects. |
| RA-G20 / RA-I20<br>RA-M20 / RA-P20 | The student shows digital competence with the use of graphic content tools (image editors, video creation, prototyping, programming, etc.). |
| RA-G21 / RA-I21<br>RA-M21 / RA-P21 | The student demonstrates effective command of the specialized language of design, using technical terms and relevant concepts accurately to communicate the ideas and solutions of their project. |

## Continuous evaluation

### Specific evaluation criteria within continuous evaluation

The following evaluation criteria are defined:

| | | |
|---|---|---|
| DEFENSA TFG | Recursos audiovisuals i/o materials de suport de la presentació | 40% |
| | Contingut i estructura de l'argumentació | 40% |
| | Debat i capacitat de resposta | 20% |

These general criteria are subdivided into assessment criteria related to learning outcomes in the defense assessment rubric.

**Loss of assessment due to lack of attendance**

The student who does not attend the in-person defense of the activity loses the right to the evaluation of this section and therefore will be evaluated for the Defense (20% of the TFG grade) with a grade of zero (0)..

**Loss of evaluation for not meeting final submission requirements**

Failure to comply with the submission requirements and presentation format of the AF2, within the submission deadline established in the TFG calendar, without justified reasons for an extension, implies the Project will NOT be assigned to any evaluation committee and therefore, the loss of the public defense of the TFG (20% of the TFG grade = 0).

### Evaluation instruments within continuous evaluation

Evaluation rubrics:

- Defense signature

### Specific recovery criteria within continuous assessment

Due to its uniqueness and complexity,No mechanisms are foreseen for recovering AF3 within the continuous assessment.

## Recovery outside of continuous assessment

### Specific recovery criteria outside of continuous assessment

Due to its uniqueness and complexity, no recovery mechanisms for AF3 are foreseen outside of continuous assessment.

### Recovery instruments outside of continuous assessment

There are none.