Subject:	**IRD - Introduction to Digital Resources, free and open source software**	
Subject:	1 - Management and Communication Tools	
Qualification:	Master in Artistic Teaching in Social Co-design applied to Public Sector Projects	
Course:2024/2025	**Semester:** First	**Type:**Mandatory
ECTS credits:3	**Language:**Catalan, Spanish	
Hours distribution:	Face-to-face teaching: 16 h	Independent learning: 45 hours
	Virtual teaching: 14 h	Hours: 75 hours
Hours:	Monday (4:00 PM - 8:00 PM)	In person
	Wednesday (4:00 PM - 7:30 PM)	Virtual
Assignment Coordinator:	Marga Martin Tejedor	mmar95@esdapcatalunya.cat
Equip docent:	Marga Martin Tejedor	mmar95@esdapcatalunya.cat
	Jordi Farreras Casado	jfarreras@esdapcatalunya.cat

Presentation of the subject

The subject "Introduction to Digital Resources, Free Software and Open Source" provides tools and techniques that facilitate the formalization of a project in an efficient manner. The basics of free software and the use of AI, professional development programs, as well as the design of interfaces based on the needs and characteristics of users are explored.

A theoretical basis will be taught that will be combined with practical activities focused on the generation of innovative social solutions that satisfy both social and functional requirements, as well as usability.

Contents

I. The principles of free software and open source.
II. Main resources and tools for service design.
III. Use of tools and techniques in relation to design.
IV. Examples of digital applications.

1. Competencies ofthe subject

Subject / Subject		General Skills					
		CG1	CG2	CG3	CG4	CG5	CG6
EGC	Management and Communication Tools	X	X		X	X	X
IRD	Introduction to digital resources, free and open source software	X	X		X	X	X

Subject / Subject		Specific Skills									
		CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	CE9	CE10
EGC	Management and Communication Tools		X	X		X		X			X
IRD	Introduction to digital resources, free and open source software		X			X					X

2. Learning outcomes of the subject.

Learning outcomes

LO1. Understand that the activities inherent in design structure a process that can have different formalities depending on the project, the work perspective and the people it is aimed at.
LO2. Understand information architecture and know how to place it in the design process centered on users and people.
LO3. Understand and design organization, navigation, labeling and research systems.
LO4. Know and be able to apply methods, techniques and specific activities of information architecture.
LO5. Understand the importance of prototyping and building prototypes for user-centered design projects.
LO7. Understand the design of interfaces based on technologies and devices.
LO8. Know and be able to apply the different interface design principles.

3. Training activities of the subject

Training activities		Hours	Presence
AF1	Theory	3 h	50%
AF2	Theoretical-practical activity.	11 h	50 %
AF3	Face-to-face group practice.	4 h	100 %
AF4	Telematic group practice.	4 h	0 %
AF7	Independent work of the student.	45 h	0 %
AF8	Tutored work.	5 h	50 %
AF12	Presentation/exhibition	3 h	50%

4. Teaching methodologies of the subject

Teaching Methodologies	
MD1	Group work - collaborative learning.
MD2	Tutored individual work.
MD3	Tutored independent work.
MD4	Self-employed.
MD5	Practice of designing services based on real context.
MD8	Participatory lecture class.
MD9	Solving exercises and problems.
MD11	Case study.

5. Evaluation systems

Evaluation criteria

- Ability to assimilate and transmit theoretical knowledge in writing and/or orally.
- Correct use of specific terminology.
- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Evaluation instruments

- Carrying out all the proposed activities.
- Assessment of knowledge acquired through theoretical work and/or knowledge tests.
- Assessment of student participation in class activities.

Evaluation system		Weighting
1.	Written evidence	5%
3.	Jobs	50%
4.	Practical exercises	45%

6. Content blocks

I. The principles of free software and open source.		
Docent/s:	Marga Martín	
Hours distribution:	Face-to-face teaching: 2 hours	Independent learning: 9 h
	Virtual teaching: 4 hours	Total: 15h
Timing:	Week 2 and 3	Sessions: s1p, s2v, s4v
Contents:		
Introduction to free software and artificial intelligence 1. Free and open source software a. Differences between open source and proprietary b. Licenses c. Security and privacy		
Resources:		
In-person sessions: - Computer and Internet connection - AI training software, Stable Diffusion, Adobe Firefly, ChatGPT and other generative AIs (to be determined) Virtual sessions: - Computer and Internet connection - AI training software, Stable Diffusion, Adobe Firefly, ChatGPT and other generative AIs (to be determined) Self-employed: - Computer and Internet connection - AI training software, Stable Diffusion, Adobe Firefly, ChatGPT and other generative AIs (to be determined)		
Specific bibliography:		

- Raymond, E. S. (1999). *The cathedral and the bazaar: musings on Linux and open source by an accidental revolutionary.* Ed. O'Reilly.
- Mas and Hernández, J. (2006).*Free software: technically viable, economically sustainable and socially fair.*School of Public Administration of Catalonia.https://eapc.gencat.cat/web/.content/home/publicacions/col_leccio_manuals_i_formularis/15._programari_lliure__t_cnicament_viable__econ_micament_sostenible_i_socialment/programarilliure.pdf
- Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X., Beresnitzky, A. V., Braunstein, I., & Maes, P. (2025). *Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task*. arXiv.org. https://arxiv.org/abs/2506.08872v1
- Manovich, L. *(2025). Artificial subjectivity.* https://www.academia.edu/143067106/Artificial_Subjectivity

Reference bibliography and other resources:

- Eghbal, N. (2020). *Working in Public: The Making and Maintenance of Open Source Software.* Ed. Stripe Press.
- Sigman, M. i Bilinkis, S. (2023) *Artificial.* Ed. Penguin Random House.
- Oliver, N. (2020). *Artificial intelligence, naturally. A guide to coexistence between humans and machines so that technology benefits us all.*National Observatory of Telecommunications and the Information Society.https://www.ontsi.es/sites/ontsi/files/2020-06/InteligenciaArtificialNuriaOliver.pdf

Audiovisuals:

- Martín, J.D. (2018, May).*What can open source do for us?*[Video]. TED Talks. https://www.ted.com/talks/jose_david_martin_lo_que_open_source_puede_hacer_por_nosotros?language=es

II. Main resources and tools for service design.		
Docent/s:	Jordi Farreras / Marga Martin	
Hours distribution:	Face-to-face teaching: 2 hours	Independent learning: 4 h
	Virtual teaching: 2 hours	Total: 8h

Timing:	Week 4 and 5	Sessions: s5p, s6v, s7p, s8v

Contents:

Introduction to the prototyping methodology for the design of interactive services and products

1. Information architecture
    a. Card Sorting
    b. Definition of information architecture:
    c. Tree testing
2. Interaction prototyping
    a. Interaction design principles
    b. Accessibility guidelines
    c. Sketching
    d. Disseny Responsive / Wireframes
    e. Design systems (atomic design)
3. UI prototype
    a. Interface design principles
    b. Fundamentals of UX Writing
4. Usability assessment
    a. Heuristic evaluation
    b. Cognitive walk
    c. User testing

Resources:

In-person sessions:

- Computer and Internet connection
- Figma

Virtual sessions:

- Computer and Internet connection
- Figma

Self-employed:

- Computer and Internet connection
- Figma

Specific bibliography:

- Covert, Abby (2017) *How to make sense of any chaos*Ed. Ana Stahl.
- Dannaway, Adham (2024). Practical UI. [https://www.practical-ui.com/design-system/]
- VVAA (2024) T*he Encyclopedia of Human-Computer Interaction. Interaction Design*

Foundation. https://www.interaction-design.org/literature
- Jablonski, Jon (2022)*The laws of UX.*Ed. Parramón.
- Rossi, S., Rossi, S., Rossi, M., & Rossi, S. (2024). Minecraft As a Platform For Co-Creation Of Urban Space: A Case-Study With Teenagers. In T. X. Bui (Ed.), Proceedings of the 57th Annual Hawaii International Conference on System Sciences, HICSS 2024 (pp. 5723-5730). Hawaii International Conference on System Sciences (HICSS). https://doi.org/10125/107075
- Zuchava, A. (2024).*Design System.* Figma Community https://www.figma.com/community/file/1267195373409722424/design-system
- VVAA (2025).*Wireframe Community Examples.* https://www.figma.com/community/wireframes?editor_type=figma

Reference bibliography and other resources:

- Garrett, Jesse (2010). *The Elements of User Experience: User-Centered Design for the Web and Beyond*. Ed. New Riders.
- Krug, Steve (2015).*Don't make me think*. Ed. Anaya Multimedia.
- Pereyra, Irene (2023). Universal Principles of UX. Rockport Publishers
- VVAA (2020).*Design Toolkit.*Open University of Catalonia [https://design-toolkit.recursos.uoc.edu/es/]

III. Use of tools and techniques in relation to design.		
Docent/s:	Jordi Farreras	
Hours distribution:	Face-to-face teaching: 3 hours	Independent learning: 8 h
	Virtual teaching: 4 hours	Total: 15h
Timing:	Week 2, 3, 4 and 5	Sessions: s1p, s2v, s4v, s5p, s6v, s8v

Contents:

Introduction to the most used tools and techniques in the professional graphic design environment for the formalization of an analog or digital project.

1. Basic technical concepts
    a. Bitmap vs vector
    b. Formats
    c. Resolutions
    d. Color profile
    e. Online resources: Image banks, typography, color palettes.
2. Narratives visuals
    a. Image editing to strengthen visual communication
3. Prototipat digital

a. Alternatives a Figma
b. Figma
   i. Workspace
   ii. One
   iii. Components i variants
   iv. Autolayout
   v. Plugins
   vi. prototype
4. Generic AI for text
5. Image Generative AI
6. Other uses and tools of Generative AI

Resources:

Computer, internet connection and software (Adobe and Figma)
In-person sessions:
- Computer and Internet connection
- Programari Adobe (Illustrator, Photoshop, ...) i Figma

Virtual sessions:
- Computer and Internet connection
- Programari Adobe (Illustrator, Photoshop, …) i Figma

Self-employed:
- Computer and Internet connection
- Programari Adobe (Illustrator, Photoshop, …) i Figma

Specific bibliography:

- Welcome to the InDesign User Guide. (n.d.).https://helpx.adobe.com/es/indesign/user-guide.html
- Adobe Creative Cloud | Sign in. (s. f.). https://creativecloud.adobe.com/cc/learn/app/illustrator?locale=es
- Welcome to the Photoshop User Guide. (n.d.).https://helpx.adobe.com/es/photoshop/user-guide.html
- Introducing the Illustrator User Guide. (n.d.).https://helpx.adobe.com/es/illustrator/user-guide.html
- Figma Community: Explore templates, plugins, and widgets published by the community. (s. f.). Figma. https://www.figma.com/community
- Manovich, L. *(2025). Artificial subjectivity.* https://www.academia.edu/143067106/Artificial_Subjectivity

Reference bibliography and other resources:

- Jardí, E. (2021). Fifty-some tips on typography. Editorial GG
- Sl, W. A. (n.d.-b). EXOPOEMS and other satellites - Nova Era.https://www.novaerapublications.com/es/
- Pedrosa, S. (2021) Lots of design, but little final art (3rd ed.). Preimpresiona

IV. Examples of digital applications.		
Docent/s:	Marga Martin, Tona Monjo and Maria Oliva	
Hours distribution:	Face-to-face teaching: 9 hours	Independent learning: 24 h
	Virtual teaching: 4 hours	Total: 37 h
Timing:	Week 2, 3, 4 and 5	Sessions: s2v, s3p, s5p, s6v, s7p, s8v

Contents:

Applications of digital tools to a social project

1. Social project with innovative immersive materials that aims to improve the emotional well-being of the community by offering psychotherapy services using virtual reality (Mirari).
2. Web design improvement project, putting theory into practice and using the tools seen throughout the course.

Resources:

In-person sessions:

- Computer and Internet connection
- Adobe Programs, Figma, ChatGPT, and Adobe Firefly

Virtual sessions:

- Computer and Internet connection
- Adobe Programs, Figma, ChatGPT, and Adobe Firefly

Self-employed:

- Computer and Internet connection
- Adobe Programs, Figma, ChatGPT, and Adobe Firefly

Reference bibliography and other resources:

- Aurora coop Services - auroracoop.https://auroracoop.cat/
- https://elrefugi.art/

7. Timing

Timing:				
Set.	**Session**	**Hours**	**Contents**	**Lecturer**
1	S1p 29/09	2h	Introduction to Artificial Intelligence.	M. Martín
		2h	Free and open source software	M. Martín
	S2v 01/10	2h	Review of image tools and formats at the service of visual communication	J. Farreras
		1.5h	Usability assessment	J. Farreras
2	S3p 06/10	4h	Information architecture: Co-creation and synthesis tools for service design	J. Farreras
	S4v 08/10	2h	Generative AI for texts 1	M. Martín
		1.5h	Generative Image AI 1	M. Martín
3	S5p 13/10	2h	Generative AI for texts 2	M. Martín
		2h	Generative Image AI 2	M. Martín
	S6v 15/10	2h	Interaction prototyping	J. Farreras
		1.5h	Interaction prototype evaluation	J. Farreras
4	S7p 20/10	4h	UI prototype UI prototype evaluation	J. Farreras
	S8v 22/10	2h	Other Applications of Generative AI	M. Martín
		1.5h	Interactive Project Presentations	M. Martín

8. Training activities

Activity:	**Free and open source software**		
Training activity:	AF1, AF3		
Weighting:	4 %	**Duration: 3 hours**(2p + 1ta)	1 week
Skills:	CG2	CE5	
DAY:	RA2		
Description:			
Introduction to free and open source software - Exposition of the concepts of free software and open source, its historical background and real cases. - Group analysis of the opportunities and risks of implementing free software in public administration. - Sharing the conclusions of each group.			
Work phases:			
Phase 1. Case analysis Phase 2. Sharing			
Item to be presented:			
1. Delivery of a joint document (PDF) with the analysis carried out in the group and the conclusions. The document must be the same for all members of the group.			
Evaluation criteria:			
- Ability to assimilate and transmit theoretical knowledge in writing and/or orally. - Student participation in the proposed activities.			

Activity:	**Introduction to Artificial Intelligence**		
Training activity:	AF1, AF2		
Weighting:	2.5 %	**Duration: 4 hours**(2 p+ 2her)	1 week

Skills:	CG2	CE10
DAY:	RA2, RA4	
Description:		
Training an AI Theoretical presentation of the principles of how machine learning, deep learning and neural networks work. Brief historical overview of the evolution of AI. Training a recognition AI and testing the trained model.		
Work phases:		
Phase 1. Data selection Phase 2. Model training Phase 3. Model testing		
Item to be presented:		
1. File with the developed model and test results.		
Evaluation criteria:		
- Student participation in the proposed activities.		

Activity:	**Image Generative AI**		
Training activity:	AF2, AF7, AF8		
Weighting:	10%	**Duration:10.5 h** (2p + 1.5v + 7her)	2 weeks
Skills:	CG4	CE10	
DAY:	RA1, RA4		
Description:			
Image generation with AI - Presentation and analysis of the most relevant differences between various open source and proprietary image generative AI applications. - Analysis of the biases that images generated with AI may have. - Generation of images to be used in the activity "Editing bitmap images" with one of the applications presented.			

- Generation of images that illustrate the dissemination campaign of the Minari project based on the*prompts*generated with AI. - Choose some of the generated images and improve their quality using an AI application*upscaling*.
Work phases:
Phase 1. Generation of images from*prompts.* Phase 2. Adjustment of*prompts* and new generation of images. Phase 3.*Upscaling*of the selected images
Item to be presented:
1. Folder with the images generated in .jpg format. The name of the images must be: surname_name_01.jpg 2. PDF file where the*prompts*(identify the*prompts*generated with AI) and the applications used to generate each image. The file name must be: last name_first name_images.pdf 3. Files with enhanced images in .jpg format. The name of the images must be: file name original_upscaled.jpg
Evaluation criteria:
- Student participation in the proposed activities.

Activity:	**Generic AI for text**		
Training activity:	AF2, AF7, AF8		
Weighting:	12 %	**Duration:11 h** (2p + 2v + 8facing)	2 weeks
Skills:	CG4	CE10	
DAY:	RA4		
Description:			
Text generation with AI - Presentation and analysis of the most relevant differences between various open source and proprietary text generative AI applications. - Analysis of biases and other ethical problems that texts generated with AI may have.			

- Generation of presentation text to be used in the "Prototype" activity with one of the applications presented. - Generation of*copys* for a dissemination campaign for the Minari project with some of the applications presented and the*prompts* to create images that illustrate the campaign. - Other possible applications of the IAG of texts:*UX people*
Work phases:
Phase 1. Generating texts from*prompts.* Phase 2. Adjustment of*prompts* and new generation of texts. Phase 3. Generation of*prompts*starting from*copys.*
Item to be presented:
1. File with the presentation text in PDF format. The name of the images must be: surname_name_web.pdf 2. PDF file with all the dialogue with the AI to generate this presentation text. The file name must be: surname_name_texts.pdf 3. PDF file with all the dialogue with the AI to generate the copies and the result. The file name must be: surname_name_copys.pdf 4. PDF file with all the dialogue with the AI to generate*UX people*in electrical results. The file name must be: surname_name_persones.pdf The AI-generated prompts will be delivered to the "Generative Image AI" activity.
Evaluation criteria:
- Student participation in the proposed activities.

Activity:	**Generative AI for Audio Visual Presentations**		
Training activity:	AF2, AF7, AF8		
Weighting:	4.5%	**Duration:3 h** (2p +1facing)	2 weeks
Skills:	CG6	CE10	
DAY:	RA1		
Description:			

Generation of audiovisual presentations with AI - Presentation and analysis of the most relevant differences between various generative AI applications for audiovisual presentationsand other applications. - Generation of an audiovisual presentation with one of the applications presented.
Work phases:
-
Item to be presented:
1. File with the presentation in PDF format or link to the presentation if it is not possible to download it in this format. The name of the images must be: surname_name_presentation.pdf 2. PDF file with all the*prompts* given to the AI to generate this presentation. The file name must be: last name_first name_presentation_prompts.pdf
Evaluation criteria:
- Student participation in the proposed activities.

Activity:	**Visual brand narrative**		
Training activity:	AF2, AF7, AF8		
Weighting:	15%	**Duration: 7 hours**(3v + 4ta)	2 weeks
Skills:	CG1	CE10	
DAY:	RA1		
Description:			
Creation of an art direction system for Mirari, from the Aurora cooperative. - Based on the information given about the Mirari solution, a visual art direction system will be developed where: - Typography - Corporate colors - Graphic composition system - Image style			

- Tone, brand language
- Brand application on a merchandising element, along with the preparation of its Final Art for production.

- The elements of this system will have to be created using AI resources.
- The elements of this system can be modified with Adobe software.
- The delivery will consist of:
  - a *slidedeck*of 7 slides, where the design decisions made will be justified.
  - Correct final arts prepared according to the specificities to produce the merchandising element.
    - For example: Create a photolith that will be used to screen print 38 x 42 cm tote bags in one ink. In this case, we will need to convert the image to halftone (bitmap) and put it in black. It should be noted that the photoliths are the size of a DIN A3.

Work phases:

Phase 1. Prepare*Slidedeck* for synthesis of artistic direction and visual system.
Phase 2. Prepare AAFF for production and*Mock-up*Optional: present the piece produced.

Item to be presented:

1. *Slidedeck*in .pdf format, including the image*mock-up* of merchandising.
2. Final art in .pdf format. In one layer of the document, it is necessary to describe the technical specifics of the production.

Evaluation criteria:

- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Activity:	**Vector design**		
Training activity:	AF2, AF7, AF8		
Weighting:	5%	**Duration: 5 hours**(2p + 3ta)	1 week
Skills:	CG1	CE10	
DAY:	RA1		

Description:
Advertising poster for Mirari. - Creation of a graphic advertising piece for Mirari. - We can download the poster images and typography from free banks. - We will have to use the previously created visual system, or refine it, to create this piece.
Work phases:
Phase 1. Ideation Phase 2. Execution Phase 3. Final Art
Item to be presented:
AI and PDF file ready for printing - Delivery of the DIN A3 poster with the following characteristics: 3mm bleed / cross-cut / CMYK - Submit the file in .ai and .pdf format - File nomenclature: surname_name_poster_mirari
Evaluation criteria:
- Student participation in the proposed activities. - Interest in searching for information related to the proposed activities.

Activity:	**Prototip Landing Page**		
Training activity:	AF2, AF7, AF8		
Weighting:	14%	**Duration: 7.5 hours**(2p + 1,5v 4ta)	2 weeks
Skills:	CG2	CE2	
DAY:	RA8		
Description:			
Landing page - Creation of an interactive landing page to promote the online virtual reality platform Mirari, from the Aurora cooperative, which aims to improve the emotional well-being			

of the community.
Work phases:
Phase 1. Identify elements of the Mirari brand slidedeck. Phase 2. Prepare content. Phase 3. Interactive prototype, accessible from the Aurora cooperative's website proposal.
Item to be presented:
.pdf document with link to figma prototype. File naming: nom_surnames_landing_mirari
Evaluation criteria:
- Student participation in the proposed activities. - Interest in searching for information related to the proposed activities.

Activity:	**Interactive project**		
Training activity:	AF2, AF3, AF4, AF7, AF12		
Weighting:	33%	**Duration: 25 hours**(6p +4v +15ta)	2 weeks
Skills:	CG1, CG2, CG4, CG5	CE10	
DAY:	RA1, RA2, RA3, RA4, RA5, RA7, RA8		
Description:			
Responsive website of the Aurora Cooperative - Conceptualization and design of a responsive website for the Cooperativa Autora, which develops projects that aim to improve the emotional well-being of the community. - Working in groups, students will define the content structure of the website (information architecture), identify key interaction flows, and design an interactive prototype in which the screens corresponding to the identified flows can be navigated. - Working individually, students will need to develop an interaction prototype and a visual prototype.			

- Finally, students will have to prepare an evaluation plan, showing what they want to test specifically on the interaction prototype and the usability prototype.
Work phases:
Phase 1. Information architecture (in group) Phase 2. Interaction prototyping Phase 3. Visual prototyping (UI) Phase 4. Usability assessment
Item to be presented:
1. .pdf file with the description of the process carried out, the evaluation plan, and the link to the figma prototype. File nomenclature: name_surnames_interactive project.
Evaluation criteria:
- Ability to assimilate and transmit theoretical knowledge in writing and/or orally - Correct use of specific terminology - Student participation in the proposed activities - Interest in searching for information related to the proposed activities

9. General evaluation criteria

The general evaluation criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established, without prejudice to the evaluation criteria defined for each evaluation activity:

- Subject grade: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the subject's teaching guide.
- No delivery will be accepted outside the established deadline.
- In the event of a delivery or assessment activity coinciding with a force majeure event, students may submit an activity after the deadline following the calendar determined by the subject's teaching staff. Force majeure events are understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coinciding 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 justified by presenting the original accreditation with a stamp.

- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. Any act of copying and/or plagiarism and irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity.

10.General recovery criteria

The general recovery criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established:

- Subject recovery: in case of not passing, the training activity or activities of the subject may be recovered in an extraordinary call in June, according to the calendar.

11. Use of Generative Artificial Intelligence (GAI)

The IAG can be used as a support tool in certain research tasks, provided that its use is authorized by the teaching staff. Some examples of permitted use are: summarizing texts, making translations, identifying starting points for an investigation, organizing sources, analyzing data or reviewing the style of one's own text. In these cases, it is essential to cite its use in accordance with the provisions of the subject Introduction to digital resources, free and open source software. Students are responsible for the content of the work they present, including that generated with the help of the IAG. However, it is not permitted to use the IAG to directly write or prepare any activity or evaluation work. This improper use violates the training objectives of the subject, since it makes it difficult to acquire key skills such as critical thinking, the ability to analyze or formulate one's own ideas. In the event of any suspicion of inappropriate use, alternative assessment tests may be applied to verify authorship, and if confirmed, the work may be suspended.

12.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.