

# **BACHELOR'S DEGREE IN DESIGN AND INNOVATION**

## **SUBJECT TEACHING PLAN EXTERNAL PRACTICUM**

ACADEMIC YEAR: 2026-27  
GRADE: 4th  
CHARACTER: External Internships  
SEMESTER: 2nd  
ECTS: 12  
TEACHING HOURS: 240  
HOURS OF SELF-EMPLOYMENT: 60  
TOTAL HOURS: 300  
LANGUAGE/S: Castellano/Català/English  
CODE: 17025

TEACHING TEAM: Beatriu Malaret [bmalaret@elisava.net](mailto:bmalaret@elisava.net)

### **PRESENTATION OF SUBJECT / OBJECTIVES**

External practicum are defined as the training activities that the student develops in collaborating companies and institutions with the aim of completing the training.

The internships designed in this degree must allow students to develop training activity in the contexts of design professionals and at the same time develop transversal skills such as critical and innovative capacity, teamwork, organization and planning, communication of design projects to the various interlocutors, participate in design processes in their different phases from the reception/preparation of the commission to its production end.

Internships can be carried out in the international context, either through specific internship agreements in specific companies or institutions, as well as through the agreements that Elisava may establish with other universities around the world.

The main objectives of the External Internship subject are for students to:

- Know the organizational structure of a company or institution.
- Identify the designer's own tasks in the context of the company.
- Apply the knowledge to your professional practice.
- Consolidate and relate technical and communication concepts of various subjects.
- Participate and get involved in the situations of a professional activity.



### **SUSTAINABLE DEVELOPMENT GOALS (SDGS)**

This subject specifically incorporates the following SDG and its target:

Goal 8: New social and economic models.8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including by focusing on sectors with high added value and labour-intensive use.

### **CONTENTS**

#### **Content block:**

- Design tasks in the environment of a company/institution.
- Organization of companies in the professional design environment.
- Responsibilities and professional ethics.
- Teamwork skills.

### **TEACHING METHODOLOGIES**

- Work sessions with the whole group, class with the teacher. (PA)
- Work sessions in small groups with the teacher. (PB)

### **COMPETENCIES**

- CB4 - Students are able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

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- CB5 - Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy.
- T2 - Project the values of entrepreneurship and innovation in the exercise of the personal, academic and professional trajectory, through contact with different realities of practice and with motivation towards professional development.
- T3 - Interact in global and international contexts to identify needs and new realities that allow knowledge to be transferred to current or emerging areas of professional development, with the capacity for adaptation and self-direction in professional and research processes.
- T6 - Use different forms of communication, both oral and written or audiovisual, in their own language and in foreign languages, with a high degree of correctness in use, form and content.
- T7 - To become the main actor in the training process itself with a view to personal and professional improvement and the acquisition of a comprehensive training that allows learning and living together in a context that respects linguistic diversity, with diverse social, cultural, gender and economic realities.
- E6 - Dialogue with professionals from other fields (technical, artistic, scientific, etc.) managing knowledge from other disciplines in a decisive way.
- E7 - Apply knowledge of the different fields of design to adapt to the evolution and needs of the professional context.
- E8 - Manage the available resources and design project processes in different work areas, on their own or in any business or institutional model.
- E10 - Develop the appropriate material to communicate and make decisions effectively in each of the phases of the design project.
- E12 - Elaborate and argue the design project properly in visual and discursive terms, both in theoretical and professional environments.

### LEARNING OUTCOMES

- Collects and interprets data and information on which to base their conclusions, including reflections on social, scientific or ethical issues in the field of design.
- It communicates knowledge, methodology, ideas, problems and solutions to all types of audiences (specialized or not) in a clear and precise way.
- Solves problems and situations typical of professional performance with entrepreneurial and innovative attitudes.
- It analyses one's personal and professional capacities in relation to different areas of professional practice.
- It analyses knowledge specific to the field and its contextualisation in national and international environments.
- Assumes different responsibilities in the collaborative individual work and evaluates the results obtained.
- Appropriately uses oral language (verbal and non-verbal) in personal and professional interaction in Catalan, Spanish and English.
- Prepares reports and written documents (mainly of a technical nature) with spelling and grammatical correction in Catalan, Spanish and English.
- Define their own learning objectives and design coherent and realistic development processes with the same objectives and time available.
- Carry out evaluation processes on their own practice and that of others in a critical and responsible way.
- Show an attitude of motivation and commitment to personal and professional improvement.
- Clearly explain the project through the choice and use of the appropriate representation tools.
- Makes relevant contributions in multidisciplinary work teams.
- Apply correct management of processes and resources in the workplace.
- Demonstrates a proactive attitude in the workplace and in teamwork.
- Explain and justify project decisions in a coherent way.
- Present and defend an individual project.

### TRAINING ACTIVITIES

Each subject will present at the beginning of the course its WORK PLAN where the didactic activities per week / session / autonomous work are recorded.

### EVALUATION

#### EVALUATION SYSTEMS

The evaluation of the subject will be based on continuous monitoring of the student's academic work throughout the course.

| EVALUATION SYSTEM             | MINIMUM WEIGHTING | MAXIMUM WEIGHTING | FINAL WEIGHTING |
|-------------------------------|-------------------|-------------------|-----------------|
| P2-Follow-up of the work done | 20                | 50                | 40              |

|                                                                    |    |    |    |
|--------------------------------------------------------------------|----|----|----|
| P3-Reports from the students themselves, External Tutors, Tribunal | 25 | 40 | 40 |
| P5-Completion of required work or projects                         | 20 | 30 | 20 |

#### EVALUATION CRITERIA

The final grade of the subject will be the weighted average of the grades of the assessable activities according to the following table:

| ASSESSABLE ACTIVITY                                                 | WEIGHT | RETRIEVABLE (up to 50%) | EVALUATION SYSTEM |
|---------------------------------------------------------------------|--------|-------------------------|-------------------|
| Activity-1 Report from external tutor on the activities carried out | 40%    | NO                      | P-2/P-3           |
| Activity-2 Student's memory                                         | 40%    | YES*                    | P-5/P-2/P-3       |
| Activity-3 Continuous monitoring report of the academic tutor       | 20%    | NO                      | P-2/P-3           |

Students will have the option of retaking the retake tests. The retake tests will be carried out in the period of the semester allocated to this function, not being able to recover more than 50% of the subject.

\* If the Recoverable Assessable Activities exceed 50%, the student body may choose, up to a limit of 50%. The unjustified non-submission of any assessable activity implies a grade of 0, even if the activity has been classified as Recoverable.

Recoverable Activities can only be recovered when they have been submitted by the student body on the indicated date and with a grade equal to or greater than 3.

If access to the retake test is waived, the grade achieved in the first instance will be maintained.

In case of taking the recovery, the grade obtained will be the last, even if it is lower than the first.

Plagiarism or copying of other people's work is penalised in all universities and, according to the Rules of Coexistence of the University of Vic-Central University of Catalonia, they constitute serious or very serious offences. That is why in the course of this subject any indication of plagiarism or misappropriation of texts or ideas other people ([What is considered plagiarism?](#)) as well as the improper or undeclared use of Artificial Intelligence in an activity, automatically translates into a suspension and/or other disciplinary measures ([Normes de Convivència de la Universitat de Vic-Universitat Central de Catalunya](#)).

For any questions or queries, see the ([Academic Regulations of the Bachelor's Degree of the Faculty of Design and Engineering Elisava UVic-UCC](#)).

#### BIBLIOGRAPHY AND TEACHING RESOURCES

- Nussbaum, Martha C. 2013. *Creating Capabilities. The Human Development Approach*. Cambridge, MA. Harvard University Press.
- Norman, Donald A. 2023. *Design for a Better World: Meaningful, Sustainable, Humanity Centered*. Cambridge, MA. The MIT Press.
- Qvist-Sørensen, Ole & Baastrup, Loa. 2019. *Visual Collaboration: A Powerful Toolkit for Improving Meetings, Projects, and Processes*. Hoboken, New Jersey. Wiley.
- Rawsthorn, Alice. 2021. *El diseño como actitud*. Barcelona. Gustavo Gili.
- Ries, Eric. 2011. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Adelaide, AU. Crown Currency.
- Stickdorn, Marc; Hormess, Markus; Lawrence, Adam. 2016. *This is Service Design Doing: Applying Service Design Thinking in the Real World: a Practitioner's Handbook*. Sebastopol, CA. O'Reilly.
- Taylor, Fig. 2010. *How to create a portfolio & get hired: a guide for graphic designers and illustrators*. Laurence King.

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