

BACHELOR'S DEGREE IN DESIGN AND INNOVATION

SUBJECT TEACHING PLAN FINAL YEAR PROJECT

ACADEMIC YEAR: 2026-27
GRADE: 4th
CHARACTER: TFG
SEMESTER: 2nd
ECTS: 12
TEACHING HOURS: 90
HOURS OF SELF-EMPLOYMENT: 210
TOTAL HOURS: 300
LANGUAGE/S: Castellano/Català/English
CODE: 17028

TEACHING TEAM: Francesc Ribot fribot@elisava.net

PRESENTATION OF SUBJECT / OBJECTIVES

The Final Year Project summarizes the training acquired by the student in the course of the degree. It must allow the student to individually show the level of acquisition of the competences of the Degree and the principles that will underpin their future professional activity.

In the Bachelor's Degree in Design and Innovation, the TFG can be included in one of the following areas: Bibliographic research work or theoretical reflection; entrepreneurship work; research/innovation work or development/experimental work.

The general objectives of the Final Degree Project consist of:

- Integrate the knowledge and skills acquired throughout the training in the subjects of the degree.
- Apply these competencies in an academic project.
- Develop a coherent and reasoned discourse on the topic being discussed.
- Participate in situations typical of a professional activity.



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

In the TFG, the link to the SDGs is proposed to be done for each work individually. The student, advised by his or her TFG tutor, can mark which SDGs will work on in his or her proposal, and this should be made explicit in the objectives of the work, specifying the SDG with its corresponding goal.

CONTENTS

In general, the student has the responsibility of choosing the topic of his/her Final Degree Project. The topic, however, can come from the initiative of the student, or from proposals suggested by the academic coordination, from both the research generated by Elisava's research groups, the needs or concerns of companies or institutions, as well as strategic projects of the university and Elisava.

Content block:

- Development of your own proposal or collaboration with institutions, companies or research centres.
- Planning of the work phases and the tasks to be carried out.
- Theoretical foundation, sources of information and research approach.
- Data and results analysis.
- Strategies for problem solving and decision-making in the design process.
- Use of tools, materials and techniques for the development of the project.
- Communication of the project in a way that is consistent with the project carried out.

The structure of the TFG, at an indicative level, will include the following elements: Title, index, summary, introduction, development, conclusions, bibliography, annexes, technical report/plans.

TEACHING METHODOLOGIES

- Work sessions with the whole group, class with the teacher. (PA)
- Group tutoring sessions with the teacher. (PD)

COMPETENCIES

- G1 - Develop a creative attitude of experimentation, under scientific and humanistic criteria, which favours the exploration of relevant and innovative contributions.
- G2 - Configure new realities based on the interpretation of the historical, social, cultural, economic and technological context.
- G3 - Integrate formal sensitivity as a fundamental part of the project process.
- CB3 - Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues
- CB4 - Students are able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience
- CB5 - Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy
- T1 - Act with a spirit and critical reflection in the face of knowledge in all its dimensions, showing intellectual, cultural and scientific concern and commitment to rigour and quality in professional demand.
- 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.
- T5 - Exercise active citizenship and individual responsibility with a commitment to democratic values, sustainability and universal design, based on practices based on learning, service and social inclusion.
- 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.
- E1 - Define a personal positioning of the design based on a political, social, environmental, ethical and aesthetic vision of the context.
- E2 - Develop coherent design projects with their own vision of design.
- E3 - Apply critical thinking in the design process considering the social responsibility of design practice and the implications derived from creations.
- E5 - Experiment with materials, processes and techniques to add value to the design project.
- E6 - Dialogue with professionals from other fields (technical, artistic, scientific, etc.) managing knowledge from other disciplines in a decisive way.
- E9 - Use and generate research tools appropriate to the needs of each project.
- E11 - Recognise and autonomously apply the most appropriate digital instruments to develop the project in accordance with the coherence of their own language.
- E12 - Elaborate and argue the design project properly in visual and discursive terms, both in theoretical and professional environments.
- E13 - Acquire skills in the detection of design opportunities and in the resolution of problems in the development of projects.

LEARNING OUTCOMES

- Collects and interprets data and information on which to base their conclusions, including reflections on issues of a social, scientific, ethical nature 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. Identify their own training needs and to organise their own learning with a high degree of autonomy in all types of contexts (structured or not).
- It globally evaluates the learning processes carried out according to the plans and objectives set and establishes individual improvement measures.
- Solves problems and situations typical of professional performance with entrepreneurial and innovative attitudes.
- It analyses knowledge specific to the field and its contextualisation in national and international environments.
- Apply procedures typical of scientific research in the development of training and professional activity.
- It proposes interventions in coherence with democratic values and universal design, showing respect for the fundamental rights of people.
- 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.
- Integrates the cultural, social and technological context into their personal vision of design.
- Consult and cite appropriate cultural and technological references for design research.

- Explains and demonstrates consistency in the design project with respect to a personal approach. Demonstrates a critical attitude in the design process in relation to social responsibility and implications in design practice.
- Creatively apply the technical knowledge that adds value to the project.
- Evaluate and use the appropriate research tools according to the needs of the context.
- Recognize and analyse the existing conditioning factors and opportunities to solve complex challenges.
- Interprets information from other disciplines to elaborate their own discourse.
- Transmit projects using the most appropriate digital tools.
- 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	05	20	10
P5-Completion of required work or projects	20	50	50
P6-Public defence of projects	40	50	40

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 Follow-up and TFG proposal	10%	NO	P-2
Activity-2 TFG Memory	30%	NO	P-5
Activity-3 Physical Elements TFG	20%	YES*	P-5
Activity-4 Public Presentation	30%	YES*	P-6
Activity-5 Exhibition	10%	YES*	P-6

For the evaluation of the TFG, the following are taken into account:

- **Proposal:** The proposal of the work must be clear, with well-defined objectives, a correct timing of the entire work plan and the methodology to be followed. This aspect will be evaluated by the academic tutor.
- **Monitoring:** The general adequacy of the work plan and its development, the personal autonomy of the student in decision-making and the overcoming of difficulties, attitude, interest or the degree of compliance with ethical aspects and research or intervention are taken into consideration in the monitoring of the process. It is evaluated through a rubric.
- **Memory:** With regard to the written report, the presentation and adequacy to the formal aspects, the strategies of written expression, the quality of the contributions and the rigor shown in the analysis of the information, as well as the student's reflections on the process itself developed or in the professional context, are taken into consideration, among other aspects. It is evaluated through a rubric.
- **Physical elements:** The project can be accompanied, if required, by models or samples of the work process, as well as prototypes and models of the final proposal.
- **Defence:** The public defence of the TFG will be carried out in person before the tribunal. The dynamics of the defence foresees that the student makes an oral presentation of the project in which the entire process carried out is described and the objectives and results obtained are specified. In the oral defence, order, clarity and the ability to express oneself are highlighted, as well as the adequacy of the terminology used, the use of audiovisual or support resources during the presentation and the ability to answer questions posed by the court. For the defence, the student will have a limited time of 20 minutes. After this time, the panel will make the comments or questions it deems appropriate so that the student can demonstrate, through a new intervention, the level of achievement and development of the entire TFG. It is evaluated through a rubric.

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

- Grima, Joseph; De Keninck, Raf de. *Graduation 2022*. Design Academy Eindhoven
- Hanington, Bruce M. *Universal methods of design: 100 ways to research complex problems, develop innovative ideas, and design effective solutions*. Gloucester, Mass. Rockport, 2012. Disponible en: <<http://catalegbiblioteca.elisava.net/opac?id=00075200>>
- Kumar, Vijay. 2013. *101 Design Methods*. New Jersey: John Wiley & Sons
- Leavy, Patricia. 2017. *Research Design. Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. London: The Guilford Press

The teaching staff will provide a specific bibliography at the beginning of the subject, if applicable.

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