1. OVERVIEW

Subject Area	End of Degree Project
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Fourth
ECTS	18 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Second
Academic Year	2024/25
Coordinating professor	

2. INTRODUCTION

The compulsory End of Degree Project (worth 18 ECTS) is an original piece of work which will be the culmination of the student's academic work with the presentation of a project that assimilates all the knowledge acquired, under the supervision and management of all the lecturers and tutors involved in the monitoring of each of the students. This End of Degree Project will be based on the subject matter learnt over the course of the degree.

The project will be presented and defended orally in public before a university assessment tribunal. Lecturers from other subject areas, qualifications and faculties of the university may also be present, including guests from other universities.

At the end of the assessment, the student will be accredited with the level of learning achieved in the form of a numerical grade, in accordance with current legislation.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Transversal skills (CT, as per the Spanish acronym):

- CT6: Oral or written communication: ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT8: Information processing: ability to seek, choose, analyse and integrate information from diverse sources.
- CT11: Planning and time management: ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT15: Responsibility: ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.
- CT18: Use of information and communication technology (ICT): ability to effectively use information and communication technology such as search tools, processing and storing information, as well as developing communication skills.

Specific skills (CE, as per the Spanish acronym):

- CE 17: Ability to create and develop design projects which incorporate the ideas of universal accessibility and the removal of architectural barriers.
- CE 18: Awareness of the principles of sustainability, preservation of energy, material and environmental resources and ability to apply them to the creation and development of product and interior design projects.
- CE 19: Understanding of a professional organisation and the business models associated with the design sector.
- CE 20: Ability to write and defend an original piece of individual academic work before a university tribunal which is based on one of the disciplines studied.

Learning outcomes (RA, as per the Spanish acronym):

- RA1. Come up with the idea, represent and visually create a design project under the premises of it physical, programming and contextual characteristics, paying attention to conceptual, formal and technological aspects.
- RA2. Come up with the idea, represent and create an innovative design project.
- RA3. Develop a design project taking into account social, environmental and ephemeral circumstances, as well as environmental, ethical and social responsibilities deriving from the project.
- RA4. Integrate practical and theoretical knowledge acquired in previous terms and use them to create a project which integrates form and function.
- RA5. Define and develop on a programming level the project uses, managing the information on a level in keeping with what has been requested.
- RA6. Explain the nature and meaning of your work in association with the discipline and place it in its widest cultural and historical context.
- RA7. Communicate and express the ideas and concepts contained in your work, in a suitable language to represent the project.
- RA8. Correctly apply the graphic elements in the presentation space and model.
- RA9. Take on a project in a professional manner.
- RA10. Manage a professional multidisciplinary team.
- RA11. Determine the financial and technical viability of a project, effectively combining strategies between creative, productive and marketing aspects.

- RA12. Define and manage the execution and/or production of a project.
- RA13. Manage the necessary software for drawing up a project.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB3, CB4CT6, CT8, CT11, CT15, CT16, CT18	RA1, RA2, RA3, RA4, RA5, RA6, RA7, RA8, RA9, RA10, RA11, RA12, RA13
CE17	RA1
CE18	RA3, RA4
CE19	RA2, RA9, RA10, RA11, RA12
CE20	RA5, RA6, RA7, RA8, RA13

4. CONTENTS

The subject matter is divided into four units, plus the presentation before a tribunal:

Unit 1. Topic, Investigation, Brief
- Create an original design project.
- Develop an original design project which fits the circumstances and programme established.

Unit 2. Development of the design
- Apply new technologies and contemporary experiences.
- Development and formal project execution of the design project in one of the branches chosen by the student: Product design, digital graphic design, or interior design.

Unit 3. Technical development
- Technology management: Technical, financial and legal viability of the End of Degree Project.
- Integration (technical and formal aspects): Development, definition and representation of formal, conceptual and technical aspects of the project.

Unit 4. Journal and Presentation for project defence
- Develop the representation, management and communication of the information in the End of Degree Project.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Project-based studies (PBS)
- Learning based on workshop teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Project presentation	25 (100% on-site)
Projects	175
Self-study	175
Tutorials, academic follow-up and assessment	75 (100% on-site)
TOTAL	**450**

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Assessment by tribunal	100%

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
TOPIC, INVESTIGATION, BRIEF	Week 6
DESIGN DEVELOPMENT	Week 16

TECHNICAL DEVELOPMENT	Week 18
JOURNAL	Week 19
PRESENTATION PREPARATION	Week 20
TRIBUNAL	Week 21

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The reference works for following this subject area are:

- Leonard, Neil – Ambrose, Gavin (2013). Investigación en el Diseño.
  Barcelona: Parramón Paidotribo.
- Brown, Tim (2020). Diseñar el Cambio: Cómo el design thinking transforma organizaciones e inspira la innovación. Barcelona: Empresa Activa.
- Gasca, Juan – Zaragozá, Rafael (2019). Designpedia. Badalona: LID Editorial Empresarial

Product branch:

- Milton, A., Rodgers, P. (2013). *Research Methods for Product Design*. Laurence King Publishing Limited.

Interior branch:

- Grimsley, C. (2018). *Color, Espacio, Estilo. Detalles para Diseñadores de Interiores.* Ed. Gustavo Gili
- Nutsch, W. (2006). *Manual de Construcción. Detalles de Interiorismo.* Ed. Gustavo Gili
- Neufert, E. (2013). *Neufert. Arte de proyectar en Arquitectura*. Ed. Gustavo Gili

Graphic branch:

- Costa, Joan, Culleré, Albert y otros (2019). *Los 5 pilares del branding. Anatomía de la marca.* Madrid: Experimenta Libros.
- Raposo, Daniel, Culleré, Albert y otros (2019). *Comunicar Visualmente, el diseño gráfico de las marcas.* Madrid: Experimenta Libros.
- Lupton, Ellen. Cole Phillips, Jennifer (2018). *Diseño Gráfico. Nuevos fundamentos*. Barcelona: Gustavo Gili.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.
This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.

2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:
 orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.