



Teaching Guide

| Identifying Data | | | | | 2023/24 |
|---------------------|--|--------|---|---------|---------|
| Subject (*) | Final Year Dissertation | Code | 710G03038 | | |
| Study programme | Grao en Xestión Industrial da Moda | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 2nd four-month period | Fourth | Obligatory | 12 | |
| Language | Galician | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Ciencias da Computación e Tecnoloxías da Información Dereito Público Economía Empresa Humanidades Proxectos Arquitectónicos, Urbanismo e Composición | | | | |
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| Lecturers | Alonso Seoane, Maria Jesus Anido Martinez, Cristina Blanco Lorenzo, Enrique Manuel Crespo Pereira, Diego Crespo Pereira, Verónica Enriquez Díaz, Joaquín Escourido Calvo, Manuel Garcia Allut, Antonio García Requejo, Zaida Lezcano González, Mª Elvira López Salas, Estefanía Mato Santiso, Vanessa Muñiz Núñez, Patricia Peón Pose, David Olegario Picatoste Novo, José María Puime Guillén, Félix Rodríguez Luaces, Miguel Santos Pita, Manuela del Pilar Varela Candamio, Laura Vez Vázquez, Juan Carlos | E-mail | maria.alonso.seoane@udc.es cristina.anido@udc.es enrique.blanco@udc.es diego.crespo@udc.es veronica.crespo@udc.es joaquin.enriquez@udc.es manuel.escourido@udc.es antonio.allut@udc.es zaida.garcia@udc.es m.lezcano@udc.es estefania.lsalas@udc.es vanessa.mato@udc.es patricia.muniz@udc.es david.peon@udc.es j.pnovo@udc.es felix.puime@udc.es miguel.luaces@udc.es m.p.santos@udc.es laura.varela.candamio@udc.es juan.carlos.vez@udc.es | | |
| Web | https://humanidades.udc.es/estudos/gim | | | | |
| General description | | | | | |

Study programme competences

| Code | Study programme competences |
|------|---|
| A1 | To acquire basic knowledge of the management of a textile/fashion firm at a strategic, operational and functional level |
| A2 | To know the aspects of the environment that shape the evolution of the fashion industry and its firms, with particular focus on the impact of economic and legal trends |
| A3 | To develop competencies for interpersonal relations and interaction with external and internal stakeholders (customers, suppliers, media, partners?) |
| A4 | To master the fundamentals of design in general and fashion design in particular, and to frame them in their historical context, both specific and general |
| A5 | To develop the necessary skills to generate creative and innovative ideas |
| A6 | To know and to know how to use the necessary tools to implement, conceptualize and launch collections |
| A7 | To know the reality and social conditions that influence fashion, with a perspective of its historical development |
| A8 | To be able to design and implement efficient marketing strategies from knowledge of the social environment, with a focus on communication and distribution: messages, media, channels, customer relationships, etc? |



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| A9 | To master the logistics process of a fashion firm from a global perspective, from procurement to manufacturing and transportation, with a special focus on the typical textile industry processes: selection of materials and fabrics, patternmaking, manufacturing, etc. ? |
| A10 | To acquire the economic-financial fundamentals needed to assess the status of a fashion firm and to adequately manage it from a triple perspective of liquidity, solvency and profitability |
| A11 | To acquire an international perspective of the fashion industry, and to master internationalization planning and management tools |
| A12 | To have the basic knowledge of English necessary for international business relations (demonstrating a B1 level at minimum) |
| A13 | To know the impact of technology on the different processes of the textile industry |
| A14 | To acquire a clear perspective of the role of people in organizations, and to know the human resource management tools needed to achieve maximum commitment and performance |
| A15 | To know and to commit to the ethical perspective and values that the fashion industry and its firms must rest upon |
| A16 | To apply sustainability criteria to decision making in the fashion firm (and generally to the fashion industry) |
| A17 | To know how to implement Corporate Social Responsibility programs (in fashion markets) |
| A18 | To know the plastic and visual languages in the realm of fashion industry design, in order to understand and interpret the artistic creations of fashion garments |
| A19 | To acquire the capacity to collect, select and analyse information flows; their integration in the information systems and processes of the firm; and their application to strategic and operational decision-making; always from an ethical perspective |
| A20 | |
| B1 | That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study |
| B2 | That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study |
| B3 | That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm |
| B4 | That students may convey information, ideas, problems and solution to the public, both specialized and not |
| B5 | That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy |
| B6 | Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings |
| B7 | Capacity to analyse trends (critical thinking) |
| B8 | Capacity to plan, organize and manage resources and operations |
| B9 | Capacity to analyse, diagnose and take decisions |
| B10 | Capacity to understand the social and historical-artistic dimension of fashion design and industry, as vehicle for creativity and the quest for new and effective solutions |
| C1 | Adequate oral and written expression in the official languages. |
| C2 | Mastering oral and written expression in a foreign language. |
| C3 | Using ICT in working contexts and lifelong learning. |
| C4 | Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective. |
| C5 | Understanding the importance of entrepreneurial culture and the useful means for enterprising people. |
| C6 | Acquiring skills for healthy lifestyles, and healthy habits and routines. |
| C7 | Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development. |
| C8 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |
| C9 | Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them. |

| Learning outcomes | |
|-------------------|-----------------------------|
| Learning outcomes | Study programme competences |



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| Being able to apply, organize and reflect on all the theoretical-practical knowledge acquired during the Degree in Industrial Fashion Management around a specific topic or problem related to this area of knowledge. | A1 | B1 | C1 |
| | A2 | B2 | C2 |
| | A3 | B7 | C3 |
| | A4 | B8 | C4 |
| | A5 | B9 | C5 |
| | A7 | B10 | C6 |
| | A8 | | C7 |
| | | | C8 |
| | | | C9 |
| Acquire and apply work strategies and methodologies of the research process. | A1 | B1 | C1 |
| Being able to search, manage, organize and interpret relevant data in their area of study in order to make judgments that include reflection on relevant social, technological or ethical issues and that facilitate the development of critical, logical and creative thinking. | A2 | B2 | C2 |
| | A3 | B3 | C3 |
| | A4 | B4 | C4 |
| | A5 | B5 | C5 |
| | A6 | B6 | C6 |
| | A7 | B7 | C7 |
| | A8 | B8 | C8 |
| | A9 | B9 | C9 |
| | A10 | B10 | |
| | A11 | | |
| | A12 | | |
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| | A19 | | |
| | A20 | | |

| Contents | |
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| Topic | Sub-topic |
| 1. Desenvolvemento do TFG. | 1.1. Investigación e aplicación de metodoloxías. 1.2. Redacción do Traballo Fin de Grao. |
| 2. Presentación e Defensa TFG. | 2.1. Exposición oral da investigación. |

| Planning | | | | |
|-----------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Oral presentation | A1 A2 A3 A4 A5 A7 A8 B1 B2 B3 B4 B5 B7 B8 B9 B10 C1 C2 C3 C4 C5 C6 C7 C8 C9 | 10 | 60 | 70 |



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|---|--|----|-----|-----|
| Research (Research project) | A20 A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 C4 C5 C6 C7 C8 C9 | 10 | 215 | 225 |
| Personalized attention | | 5 | 0 | 5 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. | | | | |

| Methodologies | |
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| Methodologies | Description |
| Oral presentation | Presentation and defense of the final degree project carried out. |
| Research (Research project) | Activity aimed at identifying the object of study, formulation, development, interpretation of results and drawing conclusions. |

| Personalized attention | |
|--|---|
| Methodologies | Description |
| Research (Research project) Oral presentation | <p>Individualized tutorials will be carried out in which doubts, interpretations and other issues related to the contents of the subject and the work will be addressed.</p> <p>ATTENTION TO DIVERSITY: The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If this is the case, they should contact the services available at the UDC/in the center: within the official deadlines stipulated prior to each academic semester, with the Diversity Attention Unit (https://www.udc.es/cufie/ADI/support_students/); failing that, with the ADI tutor from the Faculty of Humanities.</p> |

| Assessment | | | |
|-----------------------------|--|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Research (Research project) | A20 A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C1 C2 C3 C4 C5 C6 C7 C8 C9 | Tutor/s will numerically evaluate the TFG based on the evaluation section of the TFG published by the Academic Commission of the degree. The maximum grade is 7 points. | 70 |
| Oral presentation | A1 A2 A3 A4 A5 A7 A8 B1 B2 B3 B4 B5 B7 B8 B9 B10 C1 C2 C3 C4 C5 C6 C7 C8 C9 | The Court will numerically evaluate the TFG based on the evaluation section of the TFG published by the Academic Committee of the degree. The maximum grade is 3 points. | 30 |

| Assessment comments |
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| Plagiarism: The fraudulent conduct of the TFG will directly involve the grade of '0' in the subject in the corresponding opportunity. |

| Sources of information |
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| Basic |



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| Complementary | |
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| Recommendations |
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| Subjects that it is recommended to have taken before |
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| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
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To help achieve an immediate sustained environment and meet the objective of action number 5: "Healthy and sustainable environmental and social teaching and research" of the Green Campus Ferrol Action Plan the delivery of documentary work in this area will be requested in virtual format and / or computer support (delivery will be made via moodle or email, in digital format without the need to print them). If it is necessary to make them on paper: plastics will not be used, double-sided prints will be used, recycled paper will be used, the printing of drafts will be avoided and the importance of ethical principles related to the values of sustainability in personal and professional behaviors should be taken into account. The full integration of students / teachers with functional diversity will be facilitated. As stated in the various regulations applicable to university teaching, the gender perspective must be incorporated in this subject (non-sexist language will be used, bibliography by authors of both sexes will be used, male and female students will be encouraged to participate in class...). Work will be done to identify and modify prejudices and sexist attitudes and influence the environment to modify them and promote values of respect and equality. Situations of discrimination based on gender must be detected and actions and measures will be proposed to correct them.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.