



| Teaching Guide      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                  |           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------|-----------|
| Identifying Data    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        | 2021/22                                                          |           |
| Subject (*)         | Sociology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        | Code                                                             | 611G02003 |
| Study programme     | Grao en Administración e Dirección de Empresas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                                  |           |
| Descriptors         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                  |           |
| Cycle               | Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year   | Type                                                             | Credits   |
| Graduate            | 1st four-month period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | First  | Basic training                                                   | 6         |
| Language            | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                                  |           |
| Teaching method     | Face-to-face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                                                  |           |
| Prerequisites       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                  |           |
| Department          | Socioloxía e Ciencias da Comunicación                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |                                                                  |           |
| Coordinador         | Martinez Barreiro, Ana Maria Angeles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E-mail | ana.mbarreiro@udc.es                                             |           |
| Lecturers           | Abalde Bastero, Nazaret<br>Martinez Barreiro, Ana Maria Angeles<br>Rodríguez Barcón, Alberto                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | E-mail | nazaret.bastero@udc.es<br>ana.mbarreiro@udc.es<br>alberto.barcon |           |
| Web                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                  |           |
| General description | The aim for students is to acquire the knowledge and perspective of economic activity as a subsystem integrated into the global system of society, understood as a general body or as a whole, with its corresponding integral parts, including those corresponding to economic actions, with their specific and common purposes. In this global or overall vision, it is about making known that the students understand the connections, implications, reciprocity and reflexivity of the economic activity within the general activity of society. That the students have as clear as possible the role of economic activity in the scenario of society. |        |                                                                  |           |



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Contingency plan | <p>1. Modifications in the contents: there are no modifications in the contents</p> <p>2. Methodologies:</p> <p>* Teaching methodologies that are maintained;</p> <p>Master Session</p> <ul style="list-style-type: none"><li>- Guided discussion (computes in the evaluation)</li><li>- Tutored works (with personalized attention) (computes in the evaluation)</li><li>- Personalized attention</li></ul> <p>* Teaching methodologies that are modified: Objective test (will not be carried out, where the evaluation of this knowledge is incorporated into "supervised works" methodology)</p> <p>3. Mechanisms for personalized attention to students.</p> <p>Email: every day. Use it to make inquiries, request virtual meetings</p> <p>Solve doubts and follow up on supervised work.</p> <ul style="list-style-type: none"><li>- Moodle: every day. According to the needs of the students. Have "thematic forums to formulate the necessary queries. In addition to" forums of specific activities "to develop the" guided discussions "and put into practice the theoretical content of the subject.</li><li>- Teams: 1 weekly session in a large group of theoretical content and 1 weekly session, to support "supervised work".</li></ul> <p>4. Modifications to the evaluation: there will be no modification in the evaluation.</p> <p>1.- the practices will be the same and their value will be 60%</p> <p>2. Guardian horses (40%):</p> <p>* Assessment observations: (For full-time or part-time students, requirements to pass subject, evaluation conditions at the second opportunity, etc.)</p> <p>. SITUATIONS</p> <p>A) Full-time student body:</p> <p>a) Preparation and presentation of two group and individual horses (100%).</p> <p>B) Student with recognition of part-time dedication and academic exemption from attendance exemption, second establishes "REGULATION STANDARD OR RÉXIME DE DEDICACIÓN AO STUDIO TWO STUDENTS OF GRAO NA UDC (Arts. 2.3; 3.b and 4.5) (05/29/212):</p> <p>a) Preparation and presentation of two group and individual horses (100%).</p> <p>2. REQUIREMENTS TO EXCEED THE MATTER:</p> <p>1 Obtain a score of 50% of the weight of each of the parts obtained from the evaluation (Supervised horses).</p> <p>3. Deliver and display the supervised works on the indicated date.</p> <p>4. The opportunities for July will be subject to the same criteria as for June</p> <p>5. Modification of the bibliography or webgraphy:</p> <p>No sdlee will make changes. All working materials are available.</p> <p>dixitized on Moode</p> |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



| Study programme competences |                                                                                                                                                                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Code                        | Study programme competences                                                                                                                                                                                                                                                           |
| A3                          | Evaluate and foreseeing, from relevant data, the development of a company.                                                                                                                                                                                                            |
| A4                          | Elaborate advisory reports on specific situations of companies and markets                                                                                                                                                                                                            |
| A5                          | Write projects about specific functional areas (e.g. management, marketing, financial) of the company                                                                                                                                                                                 |
| A6                          | Identify the relevant sources of economic information and to interpret the content.                                                                                                                                                                                                   |
| A7                          | Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.                                                                                                                                     |
| A8                          | Derive, based on from basic information, relevant data unrecognizable by non-professionals.                                                                                                                                                                                           |
| A9                          | Use frequently the information and communication technology (ICT) throughout their professional activity.                                                                                                                                                                             |
| A10                         | Read and communicate in a professional environment at a basic level in more than one language, particularly in English                                                                                                                                                                |
| A12                         | Communicate fluently in their environment and work by teams                                                                                                                                                                                                                           |
| B1                          | CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study |
| B2                          | CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work                                          |
| B3                          | CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical                                                                                 |
| B4                          | CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled                                                                                                                                                                                  |
| B5                          | CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy                                                                                                                                                                                        |
| B9                          | CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results                                                      |
| B10                         | CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.                                                             |
| C1                          | Express correctly, both orally and in writing, in the official languages of the autonomous region                                                                                                                                                                                     |
| C3                          | Use basic tools of information and communications technology (ICT) necessary for the exercise of their profession and for learning throughout their lives.                                                                                                                            |
| C4                          | To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good                                                      |
| C5                          | Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs                                                                                                                                                                      |
| C6                          | Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions                                                                                                                                                               |
| C7                          | Assume as professionals and citizens the importance of learning throughout life.                                                                                                                                                                                                      |
| C8                          | Assess the importance of research, innovation and technological development in the economic and cultural progress of society.                                                                                                                                                         |

| Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |     |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----|----|
| Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Study programme competences |     |    |
| The aim for students is to acquire the knowledge and perspective of economic activity as a subsystem integrated into the global system of society, understood as a general body or as a whole, with its corresponding integral parts, including those corresponding to economic actions, with their specific and common purposes. In this global or overall vision, it is about making known that the students understand the connections, implications, reciprocity and reflexivity of the economic activity within the general activity of society. That the students have as clear as possible the role of economic activity in the scenario of society. | A3                          | B1  | C1 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A4                          | B2  | C3 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A5                          | B3  | C4 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A6                          | B4  | C5 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A7                          | B5  | C6 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A8                          | B9  | C7 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A9                          | B10 | C8 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A10                         |     |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A12                         |     |    |

| Contents |           |
|----------|-----------|
| Topic    | Sub-topic |



|                                                                                                    |                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic 1. The sociological approach to economic activity Main theories of economic sociology.       | Sociology and economics: encounters and divergences.                                                                                                                                                                                    |
| Topic 2. Sociology and Market: the market as a social institution. Markets and market systems      | The ambivalence and the limits of the market<br>Sociology and Market: the market as a social institution.<br>Markets and market systems<br>The ambivalence and the limits of the market.                                                |
| Topic 3. the method and techniques of research in Sociology                                        | The need for an interdisciplinary approach<br>Main quantitative and qualitative techniques.<br>Analysis of attitudes and economic motivations                                                                                           |
| Topic 4. Sociology of Labor Markets                                                                | Fundamental concepts: Activity, employment and unemployment<br>The transformations of work: Labor Society or Unemployment Society?<br>The dualization and segmentation of labor markets<br>Women and employment<br>Youth and employment |
| Topic 5. Sociology of the Company The capitalist company.                                          | Evolution and perspectives<br>Fordism, post-Fordism and a networked company.<br>Sociology and human resources management                                                                                                                |
| Topic 6. Sociology of consumption Sociology of consumption.                                        | The formation of the need: Consumption, preferences and lifestyles<br>Forms of consumption and advertising.                                                                                                                             |
| Topic 7. Relations between State and Market: the Welfare State Models, evolution and perspectives. | Crisis and reformulation of the Welfare State                                                                                                                                                                                           |
| Topic 8. Back to globalization: new economy and old debates                                        | Productive decentralization and changes in labor relations<br>International Migrations<br>Financial capital from a sociological perspective                                                                                             |
| Topic 9. Contemporary socio-economic issues                                                        | Society and environment<br>New forms of exclusion and social inequality<br>The BRIC'S: Emerging Capitalisms and Sociology<br>New movements of citizen participation and economic crisis.                                                |

| Planning                                                                                                                        |                                                               |                      |                               |             |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests                                                                                                           | Competencies                                                  | Ordinary class hours | Student?s personal work hours | Total hours |
| Objective test                                                                                                                  | A5 A7 A12 B1 B2 B3<br>B4 C1                                   | 2.5                  | 17.5                          | 20          |
| Workshop                                                                                                                        | A4 A9 C8                                                      | 25                   | 50                            | 75          |
| Guest lecture / keynote speech                                                                                                  | A3 A5 A6 A7 A8 A9<br>A10 B1 B2 B3 B9 B10<br>C1 C3 C4 C5 C6 C7 | 17                   | 34                            | 51          |
| Personalized attention                                                                                                          |                                                               | 4                    | 0                             | 4           |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                                                               |                      |                               |             |

| Methodologies  |                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies  | Description                                                                                                                                                                                                                                                                                                                                                                        |
| Objective test | Written test to evaluate learning, whose distinctive feature is the ability to determine whether the answers given are correct or not. It is a measurement instrument, rigorously developed, that allows to evaluate knowledge, abilities, skills, performance, aptitudes, attitudes, intelligence, etc. It is applicable for both diagnostic, formative and summative evaluation. |
| Workshop       | Oriented training to the application of apprenticeships in which different methodologies can be combined (exhibitions, simulations, debates, problem solving, guided practices, etc.) through which the student develops eminently practical tasks on a specific topic, with the support and supervision of the teaching staff.                                                    |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guest lecture / keynote speech | Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The master class is also known as lecture, expository method or master class. This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience. |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Personalized attention |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Workshop               | <p>The personalized attention in office tutorials will allow the teacher to guide the student on objectives and methodology.</p> <p>The hours of personalized attention may be devoted to the explanation, comment and / or correction of the workshop practices.</p> <p>In addition to the schedule of face-to-face tutoring in the hours that are determined at the beginning of the course by each teacher, the student will be able to access virtual tutorials through the Moodle tool, as well as through the teacher's email.</p> |

| Assessment     |                             |                                                                                                                                                                                                                                                                                                                                 |               |
|----------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Methodologies  | Competencies                | Description                                                                                                                                                                                                                                                                                                                     | Qualification |
| Objective test | A5 A7 A12 B1 B2 B3<br>B4 C1 | It will be required the realization of a final exam type objective test according to the contents of the program. It is important to remember that even if the student passes this test, it is not a sufficient requirement to pass the subject, since it is necessary to have done the practical part that is explained below. | 50            |
| Workshop       | A4 A9 C8                    | The practices will be carried out on the topics proposed in the program                                                                                                                                                                                                                                                         | 50            |

| Assessment comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To pass the course it will be necessary:</p> <ol style="list-style-type: none"><li>1.- Pass the final exam on the proposed topics.</li><li>2.- Deliver all the proposed practices on time. Each practice not delivered will be scored with a zero, calculated as such in the calculation of the average. In the event of a duly justified failure, the teacher will communicate the proposed solution to the student in a timely manner.</li><li>3.- Participation in class and public presentation of the practices and other proposed exercises will be valued.</li></ol> <p>In the event that the student passes the practical part and does not pass the objective test, he will be examined on the second opportunity of the call for the objective test, keeping the mark of the practical part accordingly. In case there is a student for the advanced call, the evaluation criteria of the second opportunity will be maintained.</p> <p>Anyone who does not pass the practical part will have to take an important test the second time in order to pass the course.</p> <p>On the other hand, A) Qualification of not presented: Corresponds to the student, when he only participates in evaluation activities that have a weighting lower than 20% on the final qualification, regardless of the qualification achieved. A) Students with recognition of part-time dedication and academic exemption from attendance exemption, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.</p> |

| Sources of information |
|------------------------|
|------------------------|



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic         | <p>- (). .</p> <p>IGLESIAS DE USSEL, Julio y TRINIDAD REQUENA, Anatonio (coord.) (2010). Leer la sociedad. Capít: 3, 7, 9 y 10.</p> <p>TecnosENGUITA M. (1998). Economía y sociología. Para un análisis sociológico de la realidad económica.</p> <p>CISESPING-ANDERSEN, G. (2000). Fundamentos sociales de las economías postindustriales. Ariel</p> <p>GIDDENS, Anthony (2010). Sociología. Cap. 2,4,5,7,13, 14,20. Alianza</p> <p>LIGHT, KELLER Y CALHOUN (2000). Sociología. Cap. 3, 7, 9,15, 16, 17, 20. LINDBLON CH. (2002). El sistema de mercado. Alianza Ensayo</p> <p>MARUANI M; ROGERAT CH.; TORNIS T. (2000). Las nuevas fronteras de la desigualdad: hombres y mujeres en el mercado de trabajo. Primera y segunda parte.. Icaria</p> <p>CASTILLO, J.J. (Ed). (2005). El trabajo recobrado. Madrid, Miño y Dávila</p> <p>STEINR PHILIPPE, (2015) La sociología económica, Madrid ; Síntesis.</p> <p>TARDIVO, GUILIANO, (2019) Sociologia del consumo, Madrid, Paraninfo</p> |
| Complementary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

Introduction to Marketing/611G02015

Market Research/611G02024

Business Social and Environmental Policies/611G02038

### Other comments

To pass the subject it will be necessary:1.- Pass the final exam on the proposed topics. It is necessary to obtain a minimum of 5 out of 10 in the exam to pass the subject.

This exam supposes 50% of the qualification, although (independently of the obtained qualification), it is not sufficient to approve the subject. In addition, you will have to:2.- Deliver all the proposed practices on time. Each practice not delivered will be graded with a zero, computing as such in the calculation of the average. In case of a duly justified fault, the teacher will communicate the proposed solution to the student in a timely manner.3.-Participation in class and public exposure of the practices and other exercises proposed will be valued.In the case that the student approves the practical part and will not pass the objective test, it will be examined at the second opportunity of the call for the objective test, maintaining the note of the practical part accordingly. In case there is any student for the advanced call, the evaluation criteria of the second opportunity will be maintained.Anyone who does not pass the practical part will have to perform some major test at the second opportunity to be able to pass the subject.

(\*)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.