

7S_FO_Design Management

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Design management graphics, interiors, fashion and product

Type: Training compulsory graphic design, interiors, fashion and product

Credits: 6 ECTS

Total hours: 150h

Course: 4

Hours/week: 9.4h

Semester: 7

Face-to-face hours/week: 4h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 5.4h

Prerequisites: Cap

1. Presentation of the subject

The Design Management subject provides a series of strategic, tactical and operational knowledge in relation to the professional and social environment in which the designer operates, as well as those related to the conceptual framework of the company and the economic system in which the professional activity of design is carried out.

The subject has the following objectives:

- Define the main functions and workflows and provide a vision of the current context of the designer's performance and the roles that he or she can develop.
- Show ethnographic design approaches (Design thinking, user-centered design...) to understand the project and identify opportunities.
- Also contribute to the knowledge of the main project management tools and techniques that allow establishing a logical order of the different levels of intervention in the management and execution of the design project (Scrum, Trello, Canvas, Asana...).

2. Course contents

Definition of strategies based on objectives and conditions.

Planning based on timing and feasibility.

Resource management (identification of resources, equipment, suppliers, limitations, calculation and assessment, control and readjustments, etc.)

Iterative work dynamics encouraging the participation of agents in the process. Use of project management tools (Gantt, Scrum, Trello, Canvas, Asana...)

Relationship with the agents involved.

Guia Docent del Grau en Disseny

Communication of the proposal.

3. Skills worked on in the subject (Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-07	Use communication skills and constructive criticism in teamwork.	X	X
CT-10	Lead and manage work groups.	X	X

General skills		Subject	Subject
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.	X	X
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

Specific Interior Design skills		Subject	Subject
INT-03	Direct and certify the completion of interior projects	X	X
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out	X	X
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

Specific Fashion Design skills		Subject	Subject
MOD-09	Analyze market research and its impact on the development of new products and collections	X	X
MOD-12	Understand the economic and organizational framework in which business activity is carried out	X	X
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

Specific Product Design Skills		Subject	Subject
PRO-08	Know the processes for the production and development of products, services and systems	X	X
PRO-10	Produce and communicate appropriate information regarding production	X	X
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.	X	X

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7S_FO_Design Management

2

Guia Docent del Grau en Disseny

4. Learning outcomes

RA	Description of the learning outcome	Skills
RA1	Apply research methods that allow understanding the company/institution, user, scenario... Interpret and contextualize the scope of the project, its scope, resources and budget.	CG-15, GRA-14, INT-14, MOD-14, PRO-14, INT-13, MOD-12 MOD-09
RA2	Organize all resources to obtain a quality and sustainable design product. Plan and manage the design production processes.	CG-15, GRA-13, GRA-14, INT-14, MOD-14, PRO-14
RA3	Use planning and management tools efficiently.	MOD-09, CG-15
RA4	Plan strategies and methods for reviewing results.	PRO-10, MOD-09
RA5	Organize, direct, coordinate or advise work teams linked to their profession.	CT-10, CT-07,
RA6	Demonstrate communication and empathetic skills when formulating, visualizing and communicating results and/or proposals.	CT-07
RA7	Argue reflective criteria and make positive contributions to projects.	CT-07

5. Teaching methodologies of the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF1 and AF2
MD2	Debate and/or discussion	The teacher encourages and moderates debates and/or discussions that promote reflection, critical thinking and active participation of students in the classroom.	AF1 and AF2
MD3	Readings and/or comments	Use of selected texts or materials as a starting point to promote reflection, critical understanding and debate among students.	AF1 and AF2
MD4	Tests and/or exams	Formal and structured activity to collect evidence on the degree of achievement of knowledge, skills or competencies by students. This can be written, oral or practical and includes a variety of formats: questionnaires, problems, open questions, practical exercises, etc.	AF1 and AF2
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF1 and AF2
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF1 and AF2

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Printed 2026-4-7

7S_FO_Design Management

3

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MD7	Case study	Analysis of situations or problems within the specialty with the aim of reflecting, analyzing and discussing different intervention or solution proposals through examples or references.	AF1 and AF2
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF1 and AF2
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF1 and AF2
MD10	Flipped classroom	Transfer part of the theoretical learning outside the classroom, through online materials or resources prepared by the teacher, to dedicate face-to-face time to practical, participatory activities and knowledge application.	AF1 and AF2
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF1 and AF2
MD12	Agile methodologies	Type of teamwork in which work is carried out in several short periods of time.	AF1 and AF2
MD13	Role-playing games	Role play with the aim of illustrating a situation and the different points of view on it.	AF1 and AF2
MD14	Others		

6. Training activities of the subject

Code	Description	Duration	Percentage
AF1	Market study (analytical work) Develop the concept of prospective contact network and reflect on the professional profile with the aim of students valuing their professional context.	4-10 weeks	25-75%
AF2	Reflective design management work (in relation to a real context) and oral presentation.	4-10 weeks	25-75%

7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

Guia Docent del Grau en Disseny

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and may be resubmitted as a retake.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.
 - Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.

Guia Docent del Grau en Disseny

- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which are included in this teaching guide.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

1. Level of in-depth analysis of the cases analyzed (10<30%). RA1-RA2-RA3-RA4- RA5
2. Use of specific vocabulary (10<30%). RA6-RA7
3. Own contribution (10<30%). RA2-RA7
4. Degree of application of theoretical knowledge to real situations and/or cases. Contents and in-depth study carried out. Planning capacity. Achievement of the set objectives. (30<40%) RA1-RA2-RA3-RA4
5. Level of distribution of team work tasks and organization when sharing and contributing knowledge and information. RA3-RA4-RA5
6. Communication skills and presentation of individual and/or team work. In the case of team work, assessment among the members. (20<40%). RA6-RA7

Evaluation instruments within continuous evaluation

Rubrics.
Written/practical tests
Questionnaires.
Application exercises.
Individual and/or group feedback: written or oral.
Monitoring reports.
Direct observations.
Observation records.
Self-assessment.
Co-evaluation.

7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

Guia Docent del Grau en Disseny

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teachers in their classroom schedule within the same semester. In the event that the teachers have not established a recovery calendar, students may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The specific evaluation criteria within the continuous evaluation are maintained, except for the communication part.

- To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if not established, the retake can be done during the retake week. In addition to the submission of all course activities, to retake the subject, the teacher requests a complementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This test and/or complementary exercise will have a weight of 30%-60%. with respect to the final grade of the course.

Specific recovery criteria outside of continuous assessment

- Students who do not meet the general evaluation criteria, described in point 7.1, will have to make up the activities outside of continuous evaluation.
- To opt for retake, the pending activities must be submitted during the retake period indicated by the teacher or, if this is not established, the retake can be done during the retake week. In addition to submitting all of the course activities, to retake the subject, the teacher requests a supplementary test and/or exercise to demonstrate that the skills and contents of the subject have been achieved. This supplementary test and/or exercise will have a weight of 30%-60% with respect to the final grade for the course.
- This test may include the contents and skills of the three activities of the subject (AF1, AF2).
- Specific evaluation criteria for the practical test: the same specific evaluation criteria are maintained as in the continuous evaluation, except for the communication part of the project, specifically the assessment and intervention in the presentations of classmates.

Guia Docent del Grau en Disseny

Subject recovery instruments outside of continuous assessment

Written/practical tests
Questionnaires.
Complementary exercises / extension activities.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this

Guia Docent del Grau en Disseny

framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom schedule, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

11. Sources of information and teaching resources

Basic bibliography

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Reference bibliography and other resources

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Guia Docent del Grau en Disseny

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<https://www.blueoceanstrategy.com/tools/red-ocean-vs-blue-ocean-strategy/>

Sinek, S. (2009). *How great leaders inspire action*. Massallé, C. (trans.). [Video archive]. TED.

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=ca

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12. Content blocks

ACTIVITY 1	Duration: 4-10 weeks	Weighting: 25-75%
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Activity description

Market study (analysis work).

Develop the concept of prospective contact network and reflect on the professional profile with the aim of students valuing their professional context.

Contents

Definition of strategies based on objectives and conditions.

Planning based on timing and feasibility.

Resource management (identification of resources, equipment, suppliers, limitations, calculation and assessment, control and readjustments, etc.).

Communication of the proposal.

Skills

CT-07	Use communication skills and constructive criticism in teamwork. Use communication skills and constructive criticism in teamwork.
CT-10	Lead and manage work groups. Lead and manage work groups.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.

Specific Graphic Design skills

GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Specific Interior Design skills

INT-03	Direct and certify the completion of interior projects
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Guia Docent del Grau en Disseny

Specific Fashion Design skills

MOD-09	Analyze market research and its impact on the development of new products and collections
MOD-12	Understand the economic and organizational framework in which business activity is carried out
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Specific Product Design Skills

PRO-08	Know the processes for the production and development of products, services and systems
PRO-10	Produce and communicate appropriate information regarding production
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments
MD4	Tests and/or exams
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom
MD11	Collaborative work
MD12	Agile methodologies
MD13	Role-playing games
MD14	Others

Learning outcomes

RA1	Apply research methods that allow understanding the company/institution, user, scenario... Interpret and contextualize the scope of the project, its scope, resources and budget
RA3	Use planning and management tools efficiently.
RA4	Plan strategies and methods for reviewing results.
RA5	Organize, direct, coordinate or advise work teams linked to their profession.
RA6	Demonstrate communication and empathetic skills when formulating, visualizing and communicating results and/or proposals.
RA7	Argue reflective criteria and make positive contributions to projects.

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7S_FO_Design Management

12

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Continuous evaluation

Specific evaluation criteria within continuous evaluation

According to the evaluation criteria described in the subject teaching guide
Knowledge and skills not acquired may be accredited through tests or activities that each teacher deems appropriate, which they will communicate conveniently at the beginning of the subject.

Evaluation instruments within continuous evaluation

Written/practical tests
Questionnaires.
Complementary exercises / extension activities.

Specific recovery criteria within continuous assessment

According to the evaluation criteria described in the subject's teaching guide.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

According to the criteria described in the subject's teaching guide.

Recovery instruments outside of continuous assessment

Written/practical tests
Questionnaires.
Complementary exercises / extension activities.

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ACTIVITY 2	Duration: 4-10 weeks	Weighting: 25-75%
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Description of the activity

Reflective design management work (in relation to a real context) and oral presentation.

Contents

Iterative work dynamics encouraging the participation of agents in the process.

Use of project management tools (Gantt, Scrumb, Trello, Canvas, Asana...).

Relationship with the agents involved.

Communication of the proposal.

Skills

CT-07	Use communication skills and constructive criticism in teamwork. Use communication skills and constructive criticism in teamwork.
CT-10	Lead and manage work groups. Lead and manage work groups.
CG-15	Know processes and materials and coordinate your own intervention with other professionals, according to sequences and degrees of compatibility.

Specific Graphic Design skills

GRA-13	Understand the economic, social, cultural and historical context in which graphic design is developed.
GRA-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Specific Interior Design skills

INT-03	Direct and certify the completion of interior projects
INT-13	Understand the economic and organizational framework in which interior design business activity is carried out
INT-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Specific Fashion Design skills

MOD-09	Analyze market research and its impact on the development of new products and collections
MOD-12	Understand the economic and organizational framework in which business activity is carried out
MOD-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

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7S_FO_Design Management

14

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Specific Product Design Skills

PRO-08	Know the processes for the production and development of products, services and systems
PRO-10	Produce and communicate appropriate information regarding production
PRO-14	Understand the legal and regulatory framework that regulates professional activity, occupational health and safety, and intellectual and industrial property.

Applied teaching methodologies

MD1	Conference and/or master class
MD2	Debate and/or discussion
MD3	Readings and/or comments
MD4	Tests and/or exams
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD7	Case study
MD8	Project work
MD9	Guided practice
MD10	Flipped classroom
MD11	Collaborative work
MD12	Agile methodologies
MD13	Role-playing games
MD14	Others

Learning outcomes

RA1	Apply research methods that allow understanding the company/institution, user, scenario... Interpret and contextualize the scope of the project, its scope, resources and budget
RA3	Use planning and management tools efficiently.
RA4	Plan strategies and methods for reviewing results.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

According to the evaluation criteria described in the subject teaching guide

Evaluation instruments within continuous evaluation

Written/practical tests
Questionnaires.
Complementary exercises / extension activities.

Guia Docent del Grau en Disseny

Specific recovery criteria within continuous assessment

According to the criteria described in the subject teaching guide

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

According to the criteria described in the subject teaching guide

Recovery instruments outside of continuous assessment

Written/practical tests

Questionnaires.

Complementary exercises / extension activities.