

**Course Code:**

UPRD341X

**Session:**

2015/16

**1. Course Title:**

Study Abroad/Incoming Exchange – Semester 1

**2. Version**

1.0

**Date of Production**

2015/16

**Approval Date**

21 April 2015 (CAG)

**3. Level:**

SCQF Level 09

**4. Credits:**

50

**5. Lead School/Board of Studies:**

School of Design

**6. Course Contact:**

Dr Gordon Hush/Dr Janet Kelly

### **7. Course Aims:**

The Course aims to enable students to:

- become acquainted with the tools and concepts of a structured research process
- engage with user-led design theory, practices, tools and methods to students from a variety of disciplinary and professional backgrounds
- apply the autonomous and creative exploration of contemporary culture and extend an understanding of user-led practice through a *design for experience* approach
- engage with collaborative and co-operative working practices within a user-led design context address complex, multi-stakeholder challenges and inter-disciplinary opportunities across differing cultural, organisational and geographic contexts through design practice and social engagement

### **8. Intended Learning Outcomes of Course:**

By the end of this course students will be able to:

Knowledge and Understanding:

- Translate design research and its insights into design outcomes (products, services and experiences) that are co-designed with producers/providers, user/consumers and support organisations and capable of implementation by clients.
- Apply the principles of user-led design and articulate this through the production of a design project(s);
- Achieve an understanding of the key principles of user-led design as a collaborative and creative process

Subject Specific Skills:

- Visualise complex processes, problems and interactions that demonstrate the link between research and the identification of insights or opportunities and their resolution within a design project.
- Acquire client management skills and an understanding of professional/industrial standards to produce design outcomes, artefacts, services and experiences, which communicate the value of these within a range of value regimes (user-interaction/interface, system/service provision, quality/cost of manufacture etc).

Transferable skills:

- Structure a personal research project within a group or individual context

**9. Indicative Content:**

This course is comprised of several projects that chart the changing skill set of product design practice and its relationship to user-led Innovation, as an engagement with strategic and service design, an exploration of user-led design and the role of research methods inspired by the social sciences in current practice. The focus is upon *design for experience* and its role in an investigation of processes of *innovation*. Students acquire a competency in socially-oriented project work, group and collaborative design methods and tools and an appreciation of the economic, political and social context within which much contemporary design practice occurs.

**10. Description of Summative Assessment:**

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1.	Individual	Portfolio	100	End of Stage/ Semester 1

Attendance at workshops, seminars and crits is mandatory.

**10.1 Please describe the Summative Assessment arrangements:**

Assessment takes place at the end of Stage/Semester 1 :

- Students on this course will be assessed on their ability to:
- Present a portfolio to an accepted standard, along with PPJs documenting project process. Communicate the relationship between engagement activity, research findings and concept generation
- Demonstrate a capacity for group working and individual creative endeavour

The percentage breakdown of the assessment will be as follows:

- Portfolio presentation with PPJs (100%)

**11. Formative Assessment:**

Formative assessment and feedback will be provided through tutorial discussion, group seminar, feedback upon conclusion of each project and dialogue with Course tutor(s).

**11.1 Please describe the Formative Assessment arrangements:**

- The conclusion of each project sees a project review occur which forms the basis for individual/group feedback
- Tutorial notes will be recorded by a tutorial buddy for review and discussion between the students involved in the tutorial.
- Peer review and feedback will also be used during presentations to provide additional formative feedback and to encourage discussion concerning the development of critical sensibilities relating to the practice of user-centred and ethnographic research.

**12. Collaborative:**Yes No **12.1 Teaching Institutions:**

3T

**13. Requirements of Entry:**

None

**14. Co-requisites:**

Not Applicable: incoming students are encouraged to follow the Year 3 FoCI Course (10 credits) but this is not mandatory.

**15. Associated Programmes:**

B.Des/MEDes Product Design

**16. When Taught:**

Stage 1/Semester 1

**17. Timetable:**

Teaching/tutorial sessions are weekly and cover:

- Project progress and development
- Individual and professional development

**18. Available to Visiting Students:**Yes No **19. Distance Learning:**Yes No **20. Placement:**Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	0	0
Studio	0	0
Seminar/Presentation	10	70
Tutorial	4	50
Workshop	12	100
Laboratory work	0	0
Project work	24	240
Professional Practice	0	0
E-Learning / Distance Learning	0	0
Placement	0	0
Examination	0	0
Essay	0	
Private Study	Not Applicable	40
Other (please specify below)	0	0
<b>TOTAL</b>	<b>50</b>	<b>500</b>

**22. Description of "Other" Teaching and Learning Methods:**

Not Applicable

**23. Additional Relevant Information:****24. Indicative Bibliography:**

- Buxton, B. (2007), *Sketching User Experience: getting the design right and the right design*, San Francisco: Focal Press
- Sterling, B. (2005), *Shaping Stuff*, Boston: MIT Press, Media Works Pamphlets

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14 April 2015