

**Course Code:**

PELC230

**Session:**

2017/18

**1. Course Title:**

Stage 2 Elective Design Process Portfolio

**2. Date of Production/Revision:**

25 February 2015

**3. Level:**

11

**4. Credits:**

15

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

School of Design

**6. Course Contact:**

Julia Maclean

**7. Course Aims:**

The **Design Process Portfolio** course identifies and challenges existing perceptions of the design process. Through evolving methods for observing, recording, analysing and synthesising the individual design process, in its broadest sense, the student draws out greater insight into their own design practice and its potential.

The course allows students to develop methods to systematically capture and articulate their individual design process as it evolves through the research Log. Drawing upon a range of research and visualisation methods, the course supports students in terms of self-awareness and reflective learning, as well as analytical and presentation skills.

Most creative practitioners keep records of their process, usually in the form of sketch-books, drawings, notebooks, prototypes and suchlike. This aspect tends to be unsystematic, with much of the formative work (and thinking) often discarded. The recording tends to focus on 'significant'

developments, leaving ephemeral elements, and those regarded as 'obvious' or mundane largely undocumented. To paraphrase Wittgenstein, *it is the aspect of things that are most important to us which are hidden because of their SIMPLICITY and FAMILIARITY.*

In terms of understanding, informing and articulating practice, this approach is a problematic one. Incomplete and selective evidence leads to superficial understanding, and in recalling these early stages from memory, practitioners are more likely to rationalise and formalise their process – tidying-up aspects deemed 'messy' or 'irrelevant'.

At the core of the Design Process Portfolio course is the log described by students as a 'personal archive' or 'sponge' for their ideas, - or even as 'Harry Potter's pensieve', where memories are stored- this is a personal, detailed account of creative activity. At times messy or incoherent, the Log reflects progress for each student. The final portfolio component forms a visual narrative, evidencing this developmental work in an edited and professional form

**The aims of the course are to:**

- Facilitate cross-disciplinary thought and practical connections, by bringing together students on different programmes of study
- Formulate a visual dialogue of the design process through the collection of a 'deep' level of empirical data
- Demonstrate a considered understanding of, and ability to present and communicate, the individual design process.
- Provide students with a research tool that is equally useful across a range of fields of postgraduate study
- Practice in ways which draw on self evaluation and critical reflection of own and others' roles in the design process

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

**On successful completion of this course the student will be able to demonstrate:**

- A critical understanding of the principle theories, concepts and descriptive models associated with the design process
- Recognize perspectives of, and develop responses to, the design process and its complexities
- Use a range of skills and techniques to critically analyse, evaluate and synthesis the design process
- Communicate the design process to a range of audiences with different levels of knowledge and expertise
- Ability to utilize software to support and enhance work

- Demonstrate self direction and originality in approach

**9. Indicative Content:**

- Observation and recording of practice
- Analysis and questioning of log
- Editing and synthesising of information
- Finalising and Formatting of final portfolio
- Utilisation of CAD software

**10. Description of Summative Assessment:**

| No. | Assessment Method                               | Description of Assessment Method                           | Weight % | Submission week (assignments) or length (exam) |
|-----|---|--|----------|--|
| 1   | Design Process Log and Design Process Portfolio | Design Process Log and Design Process Portfolio submission | 100      | End of stage 2                                 |

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

A professionally presented visual portfolio evidencing and explicating the individual Design Process. The Design Process Portfolio should provide a faithful account of how individual design outcomes are achieved which is clear to a notional outsider.

The Design Process Log should also be submitted, alongside the Design Process Journal. This will help to demonstrate the working methods of individuals.

**11. Formative Assessment:**

One to one guidance and progress guidance during week 5 or 6.

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

One to one guidance during and progress guidance week 5 or 6.

**12. Collaborative:**

Yes

No

**12.1 Teaching Institutions:**

3T

**13. Requirements of Entry:**

None

**14. Co-requisites:**

Core Practice

**15. Associated Programmes:**

Available to students on a School of Design PGT programmes.

**16. When Taught:**

Stage 2

**17. Timetable:**

2 hours weekly over 10 weeks.

**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<br>(Including formal contact hours) |
|----------------------|----------------------|---|
| Lecture              |                      |   |
| Studio               |                      |   |
| Seminar/Presentation | 12                   | 12  |
| Tutorial             | 2                    | 2   |
| Workshop             | 6                    | 6   |
| Laboratory work      |                      |   |

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|                                |                |            |
|--------------------------------|----------------|------------|
| Project work                   |                |            |
| Professional Practice          |                |            |
| E-Learning / Distance Learning |                |            |
| Placement                      |                |            |
| Examination                    |                |            |
| Essay                          |                |            |
| Private Study                  | Not Applicable | 130        |
| Other (please specify below)   |                |            |
| <b>TOTAL</b>                   | <b>20</b>      | <b>150</b> |

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

N/A

**23. Additional Relevant Information:**

N/A

**24. Indicative Bibliography:**

Lawson, B and Dorst, K (2009), Design Expertise, Oxford: Architectural Press  
 Lawson, B. (1997), How Designers Think: The Design Process Demystified, Oxford: Architectural Press  
 Schon, D. (1991), The Reflective Practitioner: How Professionals Think In Action, London: Maurice Templeton Smith

N.B. The primary source material is drawn from individual core practice.