

**Course Code:**

UPRD501

**1. Course Title:**

Design in Culture &amp; Context, MEDes Prod Des 5

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

2017/2018

**3. Level:**

SCQF Level 11

**4. Credits:**

80

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

Innovation School

**6. Course Contact:**

Kirsty Ross

**7. Course Aims:**

- To equip students with theoretical and practical design skills so that they will be able to undertake successfully product design tasks in cross-cultural and inter-disciplinary professional environments.
- To encourage students to reflect and draw upon their international exchange experiences to develop a unique individual design process capable of being applied within a variety of design contexts and challenges.
- To allow students to develop a historically- and theoretically-informed design practice, built upon self-directed study and reflective learning and capable of application in a variety of industrial or organisational contexts.

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

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

- Utilise their diverse pedagogical experience within an individual design practice as a means of formulating and responding to design challenges
- Demonstrate a research-led, user-focused approach to social and cultural issues through the application of design process and skills
- Display a historically-rooted and theoretically-inflected design process capable of being applied to artefacts, services or experiences
- Negotiate and define a large-scale self-directed project that incorporates a thesis-based research element, research component and drives the design development of the 'studio' outcomes
- Communicate the value of such a design process to an audience of designers, professionals and industry stakeholders

**9. Indicative Content:**

- Mapping and modelling complex problems
  - Multi-factor analysis of social and cultural phenomena
  - Self-directed learning
  - Professional orientation
  - Design strategy
- Co-design workshops

**10. Description of Summative Assessment:**

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Portfolio submission	Previously formatively reviewed work re-presented in exhibition format with Project Process Journal	33	<u>Staggered submission</u> Mid-year
2	Portfolio submission	Previously formatively reviewed work re-presented in exhibition format with Project Process Journal	67	End of Course

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

Both studio projects contain a formative review mechanism, prior to summative evaluation.

Each student is assigned a personal Studio tutor/supervisor and an FOCI thesis supervisor. Both supervisors form part of a three-person Jury that evaluates (summative) the Major project. Portfolio presentation at end of Semester 2

**11. Formative Assessment:**

Individual/group tutorials, project feedback

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

Mid-Year review - indicative grading

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

N/A

**13. Requirements of Entry:**

MEDes Year 4

**14. Co-requisites:**

Professing Professional Practice, FoCI Level 5

**15. Associated Programmes:**

None

**16. When Taught:**

This course will be delivered across Semester 1 & 2 of Stage 5 and will comprise 800 notional learning hours of which 80 will be direct contact time.

**17. Timetable:**

Available on the VLE

**18. Available to Visiting Students:**Yes No **19. Distance Learning:**Yes No 

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<b>20. Placement:</b>	
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

<b>21. Learning and Teaching Methods:</b>		
<b>Method</b>	<b>Formal Contact Hours</b>	<b>Notional Learning Hours (Including formal contact hours)</b>
Lecture	5	
Studio	25	300
Seminar/Presentation	10	
Tutorial	10	
Workshop		100
Laboratory work		
Project work	30	300
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	100
Other (please specify below)		
<b>TOTAL</b>	<b>80</b>	<b>800</b>

<b>22. Description of "Other" Teaching and Learning Methods:</b>
<p>Self-directed learning  Collaborative/team working  Joint Studio/FOCI supervision of Major/Masters project - joint review presentations.</p>

<b>23. Additional Relevant Information:</b>
N/A

<b>24. Indicative Bibliography:</b>
<p><i>Power &amp; Invention: situating science</i> by Isabelle Stengers (1997)  <i>Discovering Design: explorations in design studies</i> by Richard Buchanan &amp; Victor Margolin (1999)  <i>The Craftsman</i> by Richard Sennett (2009)  <i>Thinking Objects: contemporary approaches to product</i> by Tim Parsons (2010)  <i>Change By Design: How design thinking transforms organisations</i> by Tim Brown (2009)  <i>Design Management: managing design strategy, process and implementation</i> by Kathryn Best (2006)  <i>Design Thinking: Integrating innovation, customer experience and brand value</i></p>

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by Thomas Lockwood (2009)

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