Course Specification

Course Code:
TBC

1. Course Title:
Design Process 1

2. Academic Session:
2011-2012

3. Level:
Level 1

4. Credits:
10

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

6. Course Contact:
Irene Bell

7. Course Aims:
The Design Process course functions in collaboration with the studio practice, historical and theoretical components of the programme. It aims to emphasise the value of understanding the individual design process, in its entirety, for each student. The course aims to enable the student to: - identify and challenge existing perceptions of the design process - monitor, record and reflect upon their development - acquire research, analytical and critical abilities appropriate to the task of examining design practice

8. Intended Learning Outcomes of Course:
By the end of this course students will be able to: - exercise a degree of independence in carrying out set project work using a broad range of approaches to create responses

- demonstrate an understanding of the fundamental creative processes and methods associated with your discipline

- develop an outline knowledge of the fundamental characteristics of the different subject specialisms

- work under guidance and with others in developing awareness of the broader subject of design in relation to your discipline

- manage organization of work within set deadlines and develop safe working practices

- convey, present and evaluate ideas in a structured and coherent form using a range of communication methods

- use standard IT applications to process and obtain a variety of information

- demonstrate an understanding of the accepted theories and principles associated with your discipline

9. Indicative Content:
Students will develop methods for observing and documenting the individual design process 'as it happens', typically includes descriptions of methods and the evolving understanding of process and progression. The focus of the Design Process 1 is on how to begin to organise, evaluate and convey understanding of individual process and progress and document this in a meaningful way.

10. Description of Summative Assessment:
By log submission
10.1 Please describe the Summative Assessment arrangements:
All submissions will be assessed by end of term 2. All work submitted will be assessed and moderated by studio tutors

11. Formative Assessment:
Design Process will be formatively assessed through tutorial feedback and review
11.1 Please describe the Formative Assessment arrangements:
This will be timetabled by studio staff.

12. Collaborative:	
	No ☒
12.1 Teaching Institutions:	
N/A	

13. Requirements of Entry:
None

14. Co-requisites:
N/A

15. Associated Programmes:
BA (Hons) Communication Design BA (Hons) Interior Design BA (Hons) Silversmithing & Jewellery BA (Hons) Fashion & Textiles

16. When Taught:
Term 1 – Term 2

17. Timetable:
Once weekly

18. Available to Visiting Students:	
	No ☒

19. Distance Learning:	
	No ☒

20. Placement:	
	No ☒

21. Learning and Teaching Methods:		
Method	**Formal Contact Hours**	**Notional Learning Hours** (Including formal contact hours)
Lecture	2	2
Studio		84
Seminar/Presentation	2	10
Tutorial	4	4
Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination	2	
Essay		
Private Study	Not Applicable	
Other (please specify below)		
TOTAL	**10**	**100**

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

- Directed/self directed learning
- Progress appointments
- Seminar
- Lecture
- Asynchronous e-tutoring support via Virtual Learning Environment (VLE)

23. Additional Relevant Information:
None

24. Indicative Bibliography:
Core Reading List

Lawson, B. (1997), <u>How Designers Think: The Design Process Demystified</u>, Oxford: Architectural Press
Moon, J. (1999), <u>Learning Journals</u>, London: Kogan Page
Gillham, B. (2000), <u>Case Study Research Methods</u>, London: Continuum

This reading list has been pruned to three primary sources, which will help to contextualise the Design Process and methods discussed – this can be added to as appropriate to the individual practice of the student. The 'bibliographic' emphasis of the course is on the use of course materials (written and electronic) in the first instance, and subsequently the individual research and development work of the student.

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