



<b>Unit Title</b>	Design Impact
<b>FHEQ Level</b>	Level 4
<b>Unit Code</b>	DPR18105
<b>Credit Value</b>	15
<b>Unit Type</b>	Subject

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Classes	45	Independent Study	60
Supervised access to resources		Preparation for Assessment	15
		Unsupervised Access to Resources	30
<b>Total</b>	<b>45</b>		<b>105</b>

### Unit Description

This unit introduces what a Product Design graduate might hope to accomplish as a Product Designer, or in a related field of design. It explores the power and the limits of product design, responsibility for designers, issues facing the industry, and the opportunities available for Product Design students, both whilst studying at Ravensbourne and after graduation.

It explores a range of knowledge, skills and attributes that can contribute to successful design work.

Through a combination of guest speakers from industry, discussion sessions, and field trips into the rich cultural landscape of London, this unit will help you to discover the wider context of Product Design and your current and future place in the professional world.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

This unit will cultivate student outlook expanding development on a professional and personal level.

## Unit Indicative Content

Assigned readings and in-class handouts about relevant design practitioners, organisations, and commercial companies in design-related sectors.

Guest lecturers and industry speakers discussing their design experiences.

Analyses of products, services and systems.

Presentation and communication skills for a professional audience.

## Unit Aims

Develop an understanding of different skills, knowledge and attributes required in a range of design disciplines.

Help develop design related critical thinking.

Explore key areas of the creative industries in the United Kingdom and beyond, especially concerning the role of the Product Designer.

Exposure to historical and contemporary issues within the creative industries.

Gain experience communicating design information to a professional audience.

## Unit Learning Outcomes

### LO 1 Research/Inspiration

Demonstrate your capacity for information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**Related Principle: ORIGINATE**

### LO 5 Presentation /Storytelling For Influence

Evidence effective communication of projects, whether in visual, oral or written form.

**Related Principle: ADVOCATE**

### LO 6 Critical and creative mindsets

Demonstrate enquiry into what makes good practice - both creatively and academically

**Related Principle: ORIGINATE**

### LO 8 Professional Identity

Evidence an emerging personal creative and professional identity

**Related Principle: CULTIVATE**

## Learning and Teaching Methods

A combination of:

Briefings

Lectures  
 Project work  
 Seminars  
 Workshops  
 Group work  
 Online activity  
 Individual Presentations and critiques  
 Self-directed independent study

## Assessment methods and tasks

*Brief description of assessment methods*

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
Portfolio of project work with supporting models and digital material, which could include: Research reports, Written submissions, Pitch presentations, Images of development and final work, Blog, Presentation sheets or posters.	This unit is assessed holistically  100%

## Indicative Assessment Criteria

*Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.*

**Research** Broad and in depth research from a range of sources (LO1, 8)

**Critical thinking** Examination and interpretation of information, forming your own opinions. (L06)

**Professional communication** quality of verbal, written, visual or other communication. Clarity of purpose and sensitivity to audience needs. (L05)

## Essential Reading list

1. Danchev, A. (2011). *100 artists' manifestos*. London: Penguin.
2. Marcus, G. (2002). *What is design today?*. New York: Harry N. Abrams.
3. Mau, B. and Leonard, J. (2010). *Massive change*. London: Phaidon Press.
4. Papanek, V. (2016). *Design for the Real World*. London: Thames & Hudson.
5. Potter, N. (2009). *What is a designer*. London: Hyphen Press.
6. Terstiege, G. (2012). *The making of design*. Basel: Birkhäuser.