Unit Title	Major Project 2
FHEQ Level	Level 5
Unit Code	DPR18205
Credit Value	30
Unit Type	Subject

Learning Hours

Staff – Student Contact Hours		**Independent Study Hours**	
Classes	45	Independent Study	100
Supervised access to resources	30	Preparation for Assessment	75
		Unsupervised Access to Resources	50
Total			**300**

Unit Description

Building on Major Project 1, you will respond to a project brief, this time for a competition, a professional client, or another brief set by your tutors. You will get a chance to utilise your growing knowledge of how to effectively research and generate ideas that balance both the wishes and real-world constraints of a client. (Cultivate, Integrate) You will begin to develop your expertise in using a range of design processes and apply them to the realisation of a complex and challenging design brief, further developing a knowledge of industry issues and fostering an independent identity as a designer. (Cultivate)

You will also further develop the multimedia skills needed to professionally document your work and disseminate it to a wide audience. This affords an opportunity for you to begin to contextualise your current progress and previous practice since you started studying Product Design by reflecting on past projects and lessons learned, whilst beginning to refine your own documentation for use in the Portfolio unit in their final year. (Advocate)

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.

Unit Indicative Content

Development of primary and secondary research skills

Critical Analysis of existing design projects

Ideation and communication techniques

Time panning and independent working skill development

Verbal, written and visual communication skill development

Further developing 3D design techniques, potentially including blue foam and cardboard modelling, working with wood and other building materials, basic electronics, software tools and digital fabrication techniques such as 3D printing.

Unit Aims

Begin to understand products as elements of larger technological, biological and social systems.

Develop skills in explaining design concepts to a variety of professional audiences in a clear and engaging manner.

Refine personal task and project management techniques under time pressure

Develop greater understanding of design research and design process

Continue to develop 2d and 3d design skills

Unit Learning Outcomes

LO 1 Research/Inspiration

Analyse and interpret information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Analyse a range of potential pathways that result in appropriate solutions, informed by an understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 6 Critical and creative mindsets

Analyse conceptions of diverse practice and use this to inform a course of action

Related Principle: ORIGINATE

Learning and Teaching Methods

Using Combination of:
Briefings
Lectures
Project work
Seminars
Workshops
Group work
Online activity
Individual Presentations and critiques
Group presentations and critiques
Self-directed independent study

Assessment methods and tasks

Assessment tasks	**Weighting (%)** *(one grade or multi-grade unit)*
Project work which could include: Evidence of design research, Video, Presentation sheets, Sketching, Technical specifications, Design development work, Evidence of time and project planning	80%
Process presentation Verbal presentation of personal design process	20%

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 Gather a wide range of information relevant to aiding your design process and making proposals convincing (LO1)

Critical thinking Show a critical analysis of gathered research, existing products and creative work, and design issues and trends (LO6)

Awareness of industry related issues Show an awareness of and engagement with issues relevant to your project area, for example sustainability, biodiversity, labor rights (LO1, LO6)

Experimentation and risk taking Show an ability to develop original ideas and create exciting concepts (LO2)

Communication Show an ability to communicate ideas in a clear and engaging way through visual, written and verbal means (LO5)

2d and 3d design skills Show a continued development of 2d and 3d design skills (LO4)

Design Development Demonstrate an ability to develop initial design concepts into a well resolved design outcome meeting the requirements of the brief (LO3)

Essential Reading list

1. Eissen, K. and Steur, R. (2014). *Sketching*. Amsterdam: BIS.
2. Flood, Catherine, (2014) Disobedient objects, V&A
3. Kuniavsky, Mike, (2003) Observing the user experience: a practitioner's guide for user research, San Francisco, Calif.: Morgan Kaufmann Oxford Elsevier Science
4. Milton, Alex, (2013) Research methods for product design, London: Laurence King Publishing
5. Norman, Donald A, (2004) Emotional design: why we love (or hate) everyday things, New York Basic Books
6. Peto, J. (1999). *Design process, progress, practice*. London: Design Museum.