



Unit Title	Competition Collaboration
FHEQ Level	Level 6
Unit Code	DPR18303
Credit Value	30 Credits
Unit Type	Mandatory

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	60	Independent Study	240
Supervised access to resources		Preparation for Assessment	
		Unsupervised Access to Resources	
Total			300

Unit Description

This unit addresses two project areas; working as a creative in a collaborative partnership and competing professionally in competition.

This unit gives students an opportunity to create a strong portfolio projects which demonstrates the skills developed in the earlier levels of the course.

The **Collaboration project** will challenge the students ability to work productively with others, integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice creating an effective outcome against a set timescale.

Students can collaborate across pathway, across discipline and or with partners outside of the college. Students are able to define a brief with guidance from their tutors, it is anticipated that this project will allow students to tackle projects larger or more complex in nature, than they would normally attempt as individuals. (Collaborate, integrate, advocate)

The **Competition project** will allow students to select a brief from a range of competitions. An emphasis will be placed on effective, professional communication, innovation and design for change with a view to encourage students to demonstrate awareness of their responsibilities as global citizens and effect problem solving when engaging with complex ethical issues. (Integrate, cultivate)

It is expected that students should select projects that will help them build a portfolio of work that will align with their chosen direction of career as a product designer.

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

Continued development of skills

- Execution of competition and industry briefs
- Collaboration, project and task management techniques
- Competition-specific multimedia presentation skills

Summarising of Skills taught

- Applying Design to a Design Process against a set timescale to achieve an appropriate outcome

Unit Aims

- Develop a professional level of communication including report writing, technical drawings, and presentation
- Understand the importance of high level prototyping and finishing skills in professional projects.
- Experience and self regulate the process of researching a design issue
- Understand how to quickly and creatively come up with viable design solutions under the real life time constraints of clients and competition briefs
- Foster collaborative working across disciplines in order to create opportunities for innovation and deeper networking

Unit Learning Outcomes

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 7 Employability

Effectively employ professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

Learning and Teaching Methods

This unit will be delivered using a combination of:

- Project Briefing,
- Project work,

- Group Tutorials,
- Individual and Group research work,
- Individual Presentations and critiques
- Self-directed independent study

Assessment methods and tasks

Brief description of assessment methods

Assessment tasks	Weighting (%)
Project - Collaboration Portfolio of project work with supporting models and digital material, which could include Presentation sheets Research and development documentation Technical documentation Video Prototypes	50% of the unit
Project - Competition Portfolio of project work with supporting models and digital material Presentation sheets Research and development documentation Technical documentation Video Prototypes	50% of the unit

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.

1. Analysis of the brief identifying the key criteria, assumptions, opportunities, issues, concepts, data and areas of ambiguity relevant to its solution (LO 2)
2. Presentation of completed proposal/project, formatted and/or constructed appropriately to meet the competition/external brief requirements and constraints (LO 2,3,5)
3. Appropriate judgement in the selection and/or specification of materials, processes and/or technologies appropriate to the realisation of the design solution (LO3)
4. The response shows good use of time management in conjunction with the project constraints (LO 7)
5. The work demonstrates productive use of the collaborative partnership, which has resulted in a design outcome which benefits from multi disciplined thinking (LO 7)
6. Evidence of professional project management (LO 7)

Essential Reading list

1. Bramston, D, 2016, **Idea searching for design : how to research and develop design concepts**, Bloomsbury
2. Brown, D, 2013, **Designing Together: The collaboration and conflict management handbook for creative professionals (Voices That Matter)**, Pearson
3. Chapman, J, 2015, **Emotionally Durable Design: Objects, Experiences and Empathy**, Earthscan
4. Chipchase, J, 2013, **Hidden in plain sight : how to create extraordinary products for tomorrow's customers**, Harper Collins
5. Newbery, P 2013, **Experience design : a framework for integrating brand, experience, and value**, Wiley
6. S. Ehmann, 2012 **Cause and effect : visualizing sustainability**, Berlin : Gestalten

URLs

<https://www.ideo.com/post/method-cards>

www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond