

MODULE SPECIFICATION PROFORMA

Module Code:	ARD622 ARDI622
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Module Title:	Surface Design Degree project
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Level:	6	Credit Value:	40
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Cost Centre(s):	GAAA	JACS3 code:	W740
		HECoS code	100728

Faculty:	Arts, Science and Technology	Module Leader:	C Alonso
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Scheduled learning and teaching hours	80 hrs
Guided independent study	320 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) / MDes Surface Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 01/05/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

Module Aims

- Develop opportunities for innovative practice in the field of surface design.
- Consolidate skills and extend ideas into new areas that demand advanced practice and inventive application of a range of abilities.
- Promote excellent standards of personal discipline and management of time
- Each negotiated level 6 40 credit module must indicate how the student will demonstrate the progression of their study from one module to the next.
- To prepare students with a substantive body of work that can be showcased for exhibition and/or competition.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically reflect and analyse their own practice in location to other designers and document their reactions.	KS1	
2	Consolidate visual research that will inform subsequent studio practice, committing ideas to a plan of action.	KS6	
3	Establish their independent development of concepts leading to new objects for exhibition or use that confirms imagination and creativity.	KS3	KS5
4	Plan and execute a body of work that is exploratory and inventive in pursuit of identified objectives, through systematic and methodical development.	KS3	KS9
5	Achieve results that demonstrate high levels of skill, applied in situations that promote ingenuity and responsive action to the design problems encountered.	KS1	KS3
		KS9	
6	Evaluate working outcomes objectively and in full, in respect of fitness for purpose, creativity and within a context.	KS1	KS9

Transferable skills and other attributes

Problem solving Skills, time management, professional presentation and communication skills

Derogations

N/A

Assessment:**Indicative Assessment Tasks:**

The student will be required to present all course work for assessment. The student will have opportunity to present contextual material that helps to locate their practice, including research material and material gathered and assimilated from other surface designers. Examiners will review the achievement of the learning outcomes by exploration of the objectives set in each learning contract.

Assessment Criteria:

In assessing the learning outcomes, a variety of factors will be taken into account, these include:-

- Theoretical Knowledge: Evidence of the ability to use and evaluate knowledge and to articulate a theoretical position through previous research and analysis.
- Conceptual Content: Evidence of the ability to independently plan and produce a body of work through the various stages from inception to completion which comprehensively demonstrates their creative and conceptual ability.
- Design Development and Subject skills: Apply creative thinking effectively to problem solving in specific vocational areas within their programme of study with due regard to the constraints of time, cost, commercial requirements and other considerations.
- Generic Skills: Evidence of the ability to show a progression in professional practice with regard to attitude, self-management and business acumen.

In addition to the above assessment criteria students are expected to further demonstrate professional levels of achievement and competence in aesthetic technical and presentation skills. Students will also be required to demonstrate self-reflective and evaluative practice throughout their final semester.

Students enrolled on the ARDI622 module, i.e. those enrolled on MDes are asked to note that Integrated Masters regulations only permit two attempts at this assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Coursework	100%	N/A	N/A

Learning and Teaching Strategies:

A tutor-led seminar will provide a framework for learning and introduce the second opportunity to draft a negotiated proposal. Group critiques will help the cohort to set levels of attainment and identify modes of investigation and practice to ensure a good fit is achieved between proposal and the learning outcomes. The module will be provided by the programme team and a range of staff will be encouraged to bring their expertise and opinions to the development of the individual learning contracts. The student will be tutored individually when reviewing the objectives of the proposal. Tutorial support and guidance will be provided on a regular basis to allow negotiation; monitoring and coaching activities to take place. The student cohort will be expected to initiate critiques, seminars and discussion groups enabling peer group learning. Each student will be required to evaluate their progress and identify achievements at the end of the module. This will include preparing work for exhibition. Where possible the teaching will address the individual need rather than group instruction.

Syllabus outline:

Following a formal introduction to the module, the student will be aware of the parameters of the assignment and the time frame into which the activity must fit. The student will receive individual guidance in identifying a workshop/studio proposal that addresses the learning outcomes for the module. The student will be required to plan their activities by drawing up a negotiated proposal. The tutor and the student will agree a set of outcomes within a specified period of the assignment. These outcomes will be reviewed at agreed dates.

The student would be required to indicate a research content to the project they intend to develop; it should clearly articulate the requirements the research seeks to satisfy. This may require visits to occur in order to gather material for evaluation and analysis before the proposal can be agreed.

This research is expected to inform the design process. The student is required to develop concepts that address clearly articulated issues, normally expressed in the negotiated proposal.

The design stage is expected to lead on to workshop/studio activity. Depending on the nature of the challenge evident in the work, the student may elect to explore techniques and processes with possible future applications in mind and will be required to be in a position to develop objects or prototypes suitable for exhibition or commercial use.

The preparation of the items, and an appropriate exhibition space, is part of the module content.

The activity during a negotiated study module will be determined by the participating student in liaison with their tutor and cannot be detailed herein, however, the module will include:

- A proposal of work based on suitable research that is frankly discussed, written and presented to the programme leader.
- The student setting projects with achievable objectives within the time allowed and available resources.
- A period of consolidating skills and personal creativity employed in a programme of self-determined work, allowing the student to concentrate on a specialist area.
- Raising the student's awareness with regard to the current role of contemporary practice which may include live or simulated live briefs.
- An evaluation report which will be produced as the module nears completion.

Students will be encouraged to liaise with industry and may make industrial visits and/or undertake live briefs if they are appropriate and relevant. Where it is viable, students will also

be encouraged to enter design competitions within the module structure. The work will form a showcase that will culminate in an exhibition

Indicative Bibliography:

Essential reading

The student will take responsibility for collecting and assimilating information relevant to their specialist activity. Tutorial guidance will be offered in this process. An emphasis on the reading of contemporary publications and periodicals will be encouraged.

Other indicative reading

Periodicals/ web resources:

Surface Design Journal

Creative Review

Ceramic Review

Crafts

Blueprint

Icon

Wallpaper

<http://www.thedesigntrust.co.uk>

<http://www surfacedesign.org>

<http://www.emeraldstreet.com/about-us>

https://www.facebook.com/ObjectStyle?ref=br_rs

<http://www.sightunseen.com>

<http://www.craftscouncil.org.uk/articles/the-here-and-now/>

<http://www.craftscouncil.org.uk/articles/the-first-decade-blog/>

<http://www.thenewcraftsmen.com/about/>

<http://www.pitter-pattern.com>

<http://makeitdigital.blogspot.co.uk>

<http://thepeoplesprint.blogspot.co.uk>