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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	ARD464
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<b>Module Title:</b>	Concept Design
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GADC	<b>JACS3 code:</b>	W213/100632
		<b>HECoS code:</b>	

<b>Faculty</b>	FAST	<b>Module Leader:</b>	Steve Jarvis
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Scheduled learning and teaching hours	18 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	18 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>36 hrs</b>
Placement / work based learning	
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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

<b>Pre-requisites</b>
None

<b>Office use only</b>	
Initial approval: 08/09/2020	Version no:1
With effect from: 01/09/2021	
Date and details of revision:	Version no:

## Module Aims

- To develop research and observational skills to strengthen ideas and conceptual design.
- Explore the creative development of ideas and concepts within the field of product design.
- To reinforce design methodology and design skills through creative and imaginative solutions to problem solving.
- To explore and appreciate the design of interactions, experiences, processes. Underpinned by an understanding of consumer needs.
- To develop skills in concept sketching, diagrams, layout and culminating in professionally presented design boards.

## Module Learning Outcomes - at the end of this module, students will be able to

1	Express conceptual designs through a variety of ways.
2	Demonstrate the ability to conceptualise ideas based on the design of interactions, experiences and processes that satisfy a problem and meet with consumer needs.
3	Conceptualise, design and Develop ideas using the design process and workflow to produce a final professional set of design boards ready for a client pitch.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	IA
Enterprising	N/A
Ethical	N/A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	IA
Resilient	IA
Confidence	I
Adaptability	IA
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	IA
Organisation	IA
Leadership and team working	N/A
Critical thinking	I
Emotional intelligence	A
Communication	I

## Derogations

*None*

## Assessment:

Indicative Assessment Tasks:

Students will be required to produce coursework in response to set assignments that demonstrates the student's ability to create, develop and adapt conceptual sketches, based on ideas, design and peer review.

For assessment students will submit a portfolio of work which demonstrates the culmination of their project in response to set assignments. This includes evidence of design process, development, and presentation of their final ideas.

The final rendered design boards will be uploaded to their portfolio website (or industry related website) to aid in their career development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-3	Coursework	100

## Learning and Teaching Strategies:

- Contextual information for this module will be delivered as keynote lectures.
- Assignments presented to students will be designed to enable students to produce a body of work that demonstrates their ability in the production ideas, sketching and the creation of design boards.
- Lectures, workshops and critiques will enable the student to appreciate the similarities, divergences and application of concept design for different purposes.
- Tutorial guidance, group critique and student seminars will underpin of the skill development and understanding of the student.

## Syllabus outline:

Students will take part in a series of lectures and seminar discussions supported by practical sessions. Students will be introduced to the methods used in the development of conceptual drawing.

During the practical sessions, students will focus on project planning and process of project discussion. Underpinning theory and concepts will be introduced in lectures and further reinforced through peer review and group critiques. Projects will be set to challenge the students to make use of technical/digital equipment and produce work relevant to product design. Students will prepare and present a final design boards that exhibit an understanding and appreciation of how artwork should be prepared and presented to prospective employers/investors.

Throughout the module, students will share work and will contribute constructively to feedback upon the work of their peers to form a community of practice.

## **Indicative Bibliography:**

### **Essential reading**

Henry, K. (2012). *Drawing for Product Designers*. London: Laurence King Ltd.

Burdek, B.E. (2015). *Design: History, Theory and Practice of Product Design*. Basel: Birkhauser.

### **Other indicative reading**

Milton, A. (2013). *Research Methods for Product Design..* London: Laurence King Publishing.

Rodgers, P. and Milton, A. (2011). *Product Design..* London: Laurence King Publishing Ltd.

Greenberg, S. (2013). *Sketching User Experiences*. Amsterdam: Elsevier, Morgan Kaufmann.

Wilkinson, P. (2019). *Great Designs: The World's Best Design Explored and Explained*. London: Dorling Kindersley.

### **Websites and Publications:**

<https://www.creativebloq.com/computer-arts-magazine>

<https://www.designcouncil.org.uk/>

<https://www.londondesignfestival.com/>

<https://www.creativereview.co.uk/>

<https://www.barbourproductsearch.info/>

<https://www.fabhub.io/>

<https://uxdesign.cc/>

[Autodesk: Fusion 360](#)

<https://www.solidworks.com/>

<https://www.vectric.com/>