University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Ethics					
Module Code	UADALH-15-M		Level	M	Version	1
Owning Faculty	ACE		Field	Design		
Contributes towards	Post Graduate Certificate in Design Post Graduate Diploma in Design MA Design Shell framework CPD					
UWE Credit Rating	15	ETCS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	Sept 2012		Valid to	Sept 2018		

CAP Approval Date	12 April 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Interrogate the specific ethical and environmental issues and impacts within the context of their practice and wider design fields. i), ii), iii) (Component A, Elements 1,2 and 3) • • Identify and source IP information and resources appropriate to their practice. i), iv), v) (Component A, Elements 2 and 3) • Incorporate ethical and environmental issues into creative decision and design development. i), ii), iii), iv) (Component A, Elements 1,2 and 3) • Provide a coherent rationale for choosing between different methods / approaches in the realisation of practice-based projects. ii), iv) (Component A, Elements 1,2 and 3) • Work effectively, independently and collaboratively in pursuit of considered and responsible creative solutions. i), ii), v) (Component A, Elements 1,2 and 3) • Undertake sustained, innovative and creative scholarship and research. i),

	ii), iv) v) (Component A, Elements 1,2 and 3)
Syllabus Outline	This module is aimed at developing students' wider understanding of the ethical and environmental issues that surround contemporary design practice. It requires that students not only question the impact of their own immediate practice but also how responsibility in creative design solutions on a global scale has brought about an array of ethically driven solutions and / or systems. The module will be a research and practical project module, giving students the opportunity to engage in data collection, literature reviews and case studies, as well as creative problem solving and design development through exploring creative methodologies. An introduction to the current IP landscape and supporting resources will be delivered via lectures. Students will be required to work collaboratively as well as independently, and there will be an emphasis on developing critical, reflexive and creative responses to projects that address the module's key themes, such as: • Product and material life-cycles • Inclusive design • Human centred design • Current systems and practices • Impact of government policy • Research ethics • Intellectual property
Contact Hours/Scheduled Hours	Contact hours: 6 scheduled contact hours per week, to include: Lectures, studio based teaching (group and individual tutorials), communication seminars and workshops/training as appropriate.
Teaching and Learning Methods	**<u>Teaching and Learning methods</u>** The module delivery will have three main elements: 1 A lecture / seminar programme that develops the module themes, provides case studies and relevant critical and theoretical perspectives. 2 A series of practical projects through which theoretical ideas will be deconstructed and challenged, and new solutions proposed. 3 Students will develop an independent body of theoretical and visual / practical research around the modules key themes. Students will receive group and individual tutorial support throughout the module. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; supervised time in

	studio/workshop, presentation and critique. [6 hours per week] **Independent learning** includes hours engaged with essential reading, project work, assignment preparation, planning, completion, presentation.[12 hours per week]
Reading Strategy*	To be negotiated. Teaching staff will provide key texts as appropriate to the case studies and themes that are the focus of the module in any given year. These key texts will be distributed to students, will be held in the library and wherever possible they will be made available online. The students will be working on the identification, engagement and review of literature relevant to their own projects and will be actively encouraged through tutorials to make use of the full range of learning resources at their disposal. The Module handbook will clearly address means & methods of research and will be available online
Indicative Reading List	www.ipo.gov.uk TED lectures - www. ted.com Door of perception – www.doorsofperception.com/ Brand, S. (2000) *Clock of the Long Now: Time and Responsibility - The Ideas Behind the World's Slowest Computer* Basic Books Brand, S. (2010) *Whole Earth Discipline: Why Dense Cities, Nuclear Power, Transgenic Crops, Restored Wildlands, Radical Science, and Geoengineering are Necessary* Atlantic Books Blaine Bronwell, Ed., (2010), Transmaterial 3 - a catalogue of materials that redfine our physical environment, princeton Architectural Press Buchanan, R. (2001) *Human Dignity and Human Rights: Thoughts on the Principles of Human-Centered Design,* Design Issues Vol 17 No 3 pp 35 – 39 Duncan Clark, (2006) Rough Guide to Ethical Living, Rough guide. Tim Cooper, Ed., (2010) Longer Lasting Products Alternatives To The Throwaway Society, Gower Press John R. Ehrenfeld, (2008) Sustainability by Design, A Subversive Strategy for Transforming Our Consumer Culture, Yale University Press Tony Fry, (2008) Design Futuring: Sustainability, Ethics and New Practice, Berg Publishers Fuad-Luke, A.(2005) *The Eco-Design Handbook: A Complete Sourcebook for the Home and Office* Thames & Hudson; William McDonough , Michael Braungart (2002) Cradle to Cradle: Remaking the Way We Make Things, North Point Press. Mackenzie, D. (1991) *Green Design: Design for the Environment* Laurence King Manzini, E. (1992) *Prometheus of the Everyday: The Ecology of the Artificial and the Designer's Responsibility,* Design Issues Vol 9 No 1 pp 5 – 20

	Papanek, V. (1971) *Design for the Real World: Human Ecology and Social Change*, New York, Pantheon Books Papanek, V. (1995)*The Green Imperative: Ecology and Ethics in Design and Architecture* Thames & Hudson William Sankey, Ed. (2008)The Good shopping Guide, The Ethical Marketing Group John Thackera, (2006) In the Bubble: Designing in a Complex World, The MIT Press Van Hinte, E. (2004) *Eternally Yours: Time in Design* (010 Uitgeverij

**Please note that this is currently under review and new guidance may be issued in 2012*

Part 3: Assessment		
Assessment Strategy	The assessment for this module will be through practical and written submission of set tasks to be completed independently. Formative assessment will be through group seminar discussion and tutorial feedback. Summative assessment will be through submission of projects appertaining learning outcomes, a verbal / visual presentation and the design log. All work submitted should rigorously respond to the demands of the learning outcomes. If this module is taken as a CPD module, students will have the option not to be assessed.	
	Assessment criteria	Threshold Standard
	i)The level to which IP, ethical and environmental issues and relevant impacts have been analysed and evaluated in relation to practice.	The student has demonstrated through rigorous research an understanding of ethical, environmental issues and relevant impacts in relation to practice
	ii)The level to which the ethical, environmental issues and relevant impacts have been applied to practice.	The student has demonstrated through practical implementation an understanding of ethical, environmental issues and relevant impacts in relation to practice
	iii)The extent to which these issues and impacts have been visually communicated.	The student has developed and presented a body of visual work that maps the issues and impacts that surrounds his or her practice.
	iv)The level to which the student has rationalised their design methodologies in the context of design ethics	The body of work presented demonstrates clear understanding and rationalisation of why they have made specific design decisions

	v)The extent to which the student has managed his or her own learning.	The student has clearly demonstrated the successful completion of all module requirements.

Identify final assessment component and element	**Component A, Element 1**	
% weighting between components A and B and C (Standard modules only)	**A:**	**B**
	100	**0**

First Sit	
Component A **Description of each element**	**Element weighting** **(as % of component)**
Element 1 : Presentation (controlled conditions)	20
Element 2 : A portfolio of practical work, design development and associated research	60
Element 3 : Critical Design Log	20

Resit (further attendance at taught classes is not required)	
Component A **Description of each element**	**Element weighting** **(as % of component)**
Element 1 : Critical Design Log (controlled conditions)	20
Element 2 : A body of practical work, design development and associated research	60
Element 3 : Presentation : digital	20
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	