Module Specification

Design Communication

Version: 2025-26, v1.0, Approved

Contents

Part 1: Information

Module title: Design Communication

Module code: UADB9W-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Design

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This is a shared module for:

Interior Design BA (Hons)

Product Design BA (Hons)

Product Design Technology BSc (Hons)

This module will deliver the fundamental principles of communication for the Interior and Product industry.

Features: Not applicable

Educational aims: Students will learn clear communication techniques, fundamental to the design industry. They will learn to adapt their style and tone to effectively communicate ideas and research findings.

Students will develop their proficiency in the use of tools, technologies, and techniques relevant to their field of study within Product Design, Product Design Technology and Interior Design.

Students will develop curious and exploratory practices that allow them to experiment with their communication techniques using a range of approaches that are appropriate to the design challenges at hand.

Outline syllabus: This project module is an introduction to principles of visual design communication through design conceptualisation, 3D concept modelling and fundamentals of CAD through which specific industry standard software is introduced and learned. Aspects of the module cover the exploration, practice and development of skills to communicate concepts detailing form, aesthetics, size and proportion.

Project topics range from principles and techniques of drawing and building, observational drawing, 2D and 3D iterative form development, through to presentation standard 2D and 3D visual communication.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and Learning Strategy for this module is studio/workshop project-based learning in which a topic demonstration will introduce the students to the assigned or coming up exercises and/or project which supports and frames their acquisition of topic specific knowledge and skills.

The exercises and projects are designed to facilitate competency acquisition through learning, building knowledge through the introduction of new subject matter and reinvestment of gained knowledge and skills. The studio/workshop is designed

for the learner to have access to tutorial support, work in the close proximity of classmates and to self-assess his/her progress through the exercises and/or projects.

Knowledge and contextual studies reinvestment from parallel running modules are formative and essential for progression through the curriculum.

The module is typically delivered via short projects, seminars, group critiques, workshops, individual tutorials and independent study.
Teaching sessions in the module are aimed at building students' skills, knowledge and understanding of the different approaches to, and protocols of 2D – 3D in design contexts, and through sequential skill building students are supported in developing and understanding the appropriate application of various technical skills.

Emphasis is placed on the development of design communication skills and understanding that will enable students to identify, research and develop a broad range of skills which can be used to supplement their design practice.

Students are required to develop a body of work representing their acquired design skills throughout this module and these will form a core part of the learning, teaching and assessment process. Students' portfolios can be hand and / or digital in format and should contain a range of content that includes but is not limited to; physical model making, 2D and 3D drawing, CAD and digital modelling.

The development of critical, analytical and evaluative skills is supported and encouraged through (for instance) the use of inclusive resources, discussion in group critiques and activities, and through individual tutorials. Students are encouraged and supported in the development of their visual, verbal and written communication skills through all aspects of the teaching and learning process and will have access to a range of Study Skills support available centrally.

Scheduled learning and teaching/F2F learning may include taught Studio sessions, lectures, seminars, tutorials, demonstrations, external visits; taught and / or supervised time in studios/workshops.

Independent study/self-guided study includes hours engaged with creative, academic and technical development, visual and textual research, workshop activity and any learning via the VLE outside of taught sessions.

The reading and resource list for this module will be accessible via a live link on the VLE and will also be available via the module handbook and Tallis Library systems.

The reading and resource list is inclusive and accessible and has been designed to amplify a diverse range of critical and creative voices, ensuring representation across multiple perspectives and disciplines.
It is designed inspire curiosity and to support a broad range of Learners through the inclusion of source material across diverse formats, media and platforms; ensuring accessibility for all learning styles and needs.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Refine communication skills, adapting style and tone to effectively communicate ideas and research findings.

MO2 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to the student's field of study.

MO3 Select and use the appropriate physical and virtual tools including 2D, 3D, model making, and use of CAD in the development and communication of designed outcomes.

MO4 Understand the importance of the visual aspect of designed objects in relation to their context.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/5E1F45F3-E648-85EE-35DF-35D70B9968F3.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: The assessment strategy of the programme that this module contributes to reflects the School of Art's philosophy which considers assessment to be an active part of the learning process; and is regarded as a tool for learning.

This module takes a programmatic approach to assessment. Summative assessment is via portfolio submission which includes a collection of related work developed over a period of time which may include aspects of drawing, writing and research, and a strong practical element.

This would include:

This should include:

Development model making

Digital model making

CAD Skills

Photomontage and image editing

Desktop publishing and page layout

Other design communication skills as appropriate.

The portfolio assessment in this module is inclusive and is designed to foster and demonstrate the value of a process-centric approach to learning. The module will include a (regularly reviewed) combination of diverse formats and / or modes of Assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experiences that they have gained throughout the module.

Within the submission students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours. The portfolio

work will evidence personal developmental activities and assessment is designed to reduce issues of plagiarism.

Students will receive regular feedback formatively via midpoint group presentations as well as during group tutorials. This provides students with timely and detailed understanding of their progress and provides clear feed-forward guidance regarding future development. The formative feedback and summative assessment processes of this module are embedded into studio pedagogy and as such establish an authentic, inclusive approach to assessment that builds students' confidence as they progress.

Self and peer evaluation constitute an important part of formative feedback in this module and are embedded to facilitate the progression towards autonomous learning.

At Level 4 assessment is via pass/fail. This assessment structure is designed to enable students to achieve and evidence the learning outcomes of the module. Students receive personalised feedback against the module learning outcomes. The module is assessed holistically.

Summative assessment feedback provides students with detailed understanding of their progress and achievement of the LO's and provides clear feed-forward guidance regarding future development. As part of the summative assessment process students are supported in developing individual 'Action Plans' based on their assessment feedback.

Students who do not pass at the first sit will be given a re-sit opportunity. The re-sit assessment requirements will be the same as the first sit.

Assessment tasks:

Portfolio (First Sit)
Description: Presentation of Final Body of Work and supporting materials.
Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Presentation of Final Body of Work and supporting materials.

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Interior Design [Bower] BA (Hons) 2025-26

Product Design [Bower] BA (Hons) 2025-26

Product Design Technology [Bower] BSc (Hons) 2025-26

Interior Design {Foundation} [Bower] BA (Hons) 2024-25