University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Live				
Module Code	UADALL-60-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	60	ETCS Credit Rating	30	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: • To project manage the development, delivery and realization of a live creative project. i) iii) v) (Component A, Elements 1,2 and 3) • To identify and develop a clear set of creative project objectives. i) ii) iii) (Component A, Elements 1,2 and 3) • To identify, develop and deliver an effective creative strategy. i) ii) iii) iv) v) (Component A, Elements 1,2 and 3) • To design and deliver viable, sophisticated creative design solution(s). i) ii) iv) v) (Component A, Elements 1,2 and 3) • To understand the factors that facilitate / hinder the development of collaborative and / or commercially viable ideas. iii) iv) v) (Component A, Elements 1,2 and 3) • To consider opportunity and risk in relation to creative ideas and enterprise. i) ii) iii) v) (Component A, Elements 1,2 and 3) • To identify and analyse their individual contribution to the creative and collaborative processes. i) ii) iii) iv) (Component A, Elements 1,2 and 3) • To handle complex practical and theoretical creative design issues. i) ii) iii) iv) v) (Component A, Elements 1,2 and 3) • To manage and contribute to design development meetings. i) iii) iv) (Component A, Elements 2 and 3) • Market their design skills and portfolio in a competitive environment. i) ii) iv) v) (Component A, Elements 1,2 and 3) • To communicate effectively to active stakeholders. i) iv) v) (Component A, Elements 1,2 and 3)

Syllabus Outline	This module is designed to facilitate the development and delivery of innovative creative design solution(s) for live (including enterprise) and / or collaborative contexts. It capitalises upon the previous year's four modules. Successful design is invariably the result of teamwork, from SME's to Global Corporations, and the emphasis in this module is on collaborative, live and / or enterprising practice. The module is designed to enable the realisation of real world outcomes through the development, management and implementation of a creative project strategy, project-costing and resource-management/planning. This module enables the student to identify and define their role(s) within the creative design nexus and be responsible for delivering their part in the development and delivery of the project or enterprise. This will be achieved through the identification, development and implementation of specific skills relevant to their own particular design practice. Student engagement with research subjects and other external parties shall be conducted in accordance with the University's Research Ethics policy and guidelines. There are three possible pathways on this module: 1) Students will work autonomously, identifying an external partner(s) with whom they will develop a collaborative strategy for a live project. 2) Students will work as part of a cohort led creative team, identifying external partner(s)* with whom they will develop a live project / new business start up. 3) Students will work autonomously identifying a live context and real world application for their project / enterprise. All three pathways require an extensive fully illustrated (6000 word) report to be submitted detailing research, design objectives, ideation and prototyping, viability and proposed/exacted implementation. All students will be required keep a critical design log, and to involve and present to active stakeholders.
Contact Hours/Scheduled Hours	Contact hours: 12 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	**Teaching and Learning methods** There is a strong emphasis placed upon outward facing (external partners) and group communication in terms of enabling innovative design development. Throughout the module, two intensive (full time) week long 'sandpit' sessions will be implemented to bring about rapid design development alongside identifying potential business rationalisation. The first of these sessions will take place at the beginning of the module and act as indicative diagnostic for the elected pathway. As such successful time management is essential to viable contributions to this module. Students will be guided through the schedule of the module and supported throughout online and in taught sessions. Much of the teaching will take place in classrooms set up for information exchange, analysis and discussion. Students will be expected to be highly active with both independent and team led research, collaboration and production. They will be expected to actively identify external working partners and / or enterprise opportunities and be responsible for developing and maintaining professional working relations with these relevant partners. All students, no matter which pathway elected, will have to articulate the viability and real world impact of their projects. This to be clearly rationalised in the final illustrated reports. There will be instruction on developing, negotiating and realising high performance documents. Students are expected to organise, chair and contribute fully to all the group

	projects that are active in any one year. A number of presentations would be expected throughout the projects development. Final reports will be presented to active stakeholders.

Academic staff will offer critical support and sustained feedback on the progression of both reports and design projects.

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 | Bader, Baurhenn, Szreder, Volnea and Koch, *The Knot: An Experiment on Collaborative Art in Public Urban Space,* Jovis Verlag, November 2011.

Bayley, S. (2008) *Life's a pitch: how to sell yourself and your brilliant ideas.* Corgie.

Belsky, *Making Ideas Happen: Overcoming the Obstacles Between Vision & Reality,* J P Tarcher/Penguin Putnam, 2010

Brown, Tim, *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation,* Harper Business Press, 2009.

Gibson, D.A. (2009) *The Streetwise Guide to Being Enterprising: Increase Your Career, Business or SocialEnterprise Prospects by Using the e-Factor*. Oak Tree Press; London.

Fill C. (2005) *Marketing Communications: engagement, strategies & practice* (4th Edition) Harlow,Pearson/ Prentice Hall.

Heller, Steven & Womack, David. (2007) *The Design Entrepreneur*. Gloucester, Massachusetts: Rockport.

Holston, *The Strategic Designer: Tools & Techniques for Managing the Design Process,* How books 20011.

Howkins, J. (2007) *The Creative Economy: How People Make Money from Ideas*; London: Penguin, (2nd edition)

Jobber D. (2007). *Principles and Practice of Marketing*. 5th ed. McGraw-Hill.

Moon, J. (2007) *How to Make an IMPACT: Influence, Inform and Impress with Your Reports, Presentations and Business Documents.* London: Financial Times.

NESTA *NESTA Creative Enterprise Toolkit.* http://bit.ly/Nesta-toolkit |

Osterwalder, A. & Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. London: John Wiley.

Russell, E. 2010. *The Fundamentals of Marketing.* Lausanne, Switzerland: AVA Publishing SA.

Scrivener, Ball, Woodcock, Collaborative Design: Proceedings of CoDesigning 2000 Springer; 1 edition (October 15, 2000)

Soloman MR, Bamossy G, Askegaard S and Hogg M. (2006) *Consumer Behaviour: A EuropeanPerspective*, (3rd Ed) Prentice Hall

Thakare, *In the Bubble: Designing in a Complex World,* MIT, 2006

Verganti, *Design Driven Innovation: Changing the Rules of Competition by Radically Innovating What Things Mean,* Harvard Business Press, *2003.*

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

Part 3: Assessment	
Assessment Strategy	Formative assessment will be through student presentations and tutorial feedback. All students will be assessed as individuals, with the critical design log being used in part to identify and reflect on the role and impact of individuals within collaborative groups. Evaluative feedback will be sought from co-collaborators and used as part of the formative assessment process. Summative assessment will be through: 1/ Individual and group project work (60%) including: Complete body of work that evidences the final design outcome: This should include, models, maquettes, prototypes, proposals, alongside evidence and realisation of real world implementation. (To be agreed with course Tutors on a project by project basis.) 2/ Illustrated design report (6000 words) Clear and complete rationalisation of project and irrefutable evidence of identification and implementation of personal contribution to design deliverables. (30%) 3/ Professional pitch of design work to board of Tutors and active stakeholders/partners within creative industries. (10%) If this module is taken as a CPD module, students will have the option not to be assessed.

Assessment criteria	Threshold Standard
i) The extent to which the work is successfully managed and delivered either on an independent or collaborative platform	The work evidences successful project management in the realisation of an independent and/or collaborative design proposal
ii)The level of ambition realised in creativity, innovation and currency within a contemporary design platform.	The work demonstrably evidences risk taking and the implementation of innovative methodologies in order to secure a current design solution in real world application.
iii) The level to which clear project objectives have been realised and implemented.	The body of work demonstrates that there has been rigorous implementation to design objectives.

	iv) The level of ambitious professionalism exhibited throughout the module and in work submitted.	The student demonstrates exacting demands of professional conduct and its implementation within a design context.
	v) The extent to which the work has achieved critical viability and real world impact	The completed body of work demonstrates both report and project work, articulate validity in contemporary design and wider creative industries.

Identify final assessment component and element	**Component A, Element 2**	

	A:	B
% weighting between components A and B (Standard modules only)	**100**	**0**

First Sit

Component A **Description of each element**	**Element weighting** **(as % of component)**
Element 1 : Presentation (controlled conditions – Group Mark)	10
Element 2 : Report & critical design log	60
Element 3 : Project work (group mark)	30

Resit (further attendance at taught classes is not required)

Component A **Description of each element**	**Element weighting** **(as % of component)**
Element A : Individual Portfolio	**100**

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.