University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	**Play**					
Module Code	UADALK-30-M		Level	M	Version	2
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	30	ETCS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	Sept 2014		Valid to	September 2020		

CAP Approval Date	7 January 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Initiate and conduct an experimental design development project appropriate to their individual design and research interests. • Develop rigorous experimental and innovative creative methodologies appropriate to their design development projects. • Select and apply materials, processes and technologies appropriate to the exploration and development of their design ideas. • Implement professional practice skills including planning and budgeting of all design development projects. • Develop and demonstrate an effective design language through which to test, develop and articulate design ideas. • Demonstrate a high level of critical and creative independence through the generation, exploration and development of their experimental design development projects. • Undertake sustained and creative scholarship • Undertake research that evidences the interconnectivity and influences of relevant design discourses against his or her individual design practice
Syllabus Outline	This module is designed to deliver one primary objective: To reinvigorate a genuine sense of play into the creative enquiry and to build upon its potential for delivering innovation in design realisation. The emphasis of this module is on play, without the expectation that 'finished' work will be produced. Students will embark on self-initiated, highly experimental design development

	projects that will allow them to develop and test their creative skills in the workshops. The module will emphasise the importance of experimentation and design development in design practice, and will encourage students to undertake ambitious, innovative creative risks in the exploration and development of their creative design methodologies. The module will enable students to situate and expand their design practice within interdisciplinary design discourses, and will place an emphasis on planning and making work that is purposeful, inquisitive, informed, communicable and relevant. This in turn will provide opportunity to plan and prepare for the following professional practice module and help develop and provide space for experimentation for the final project. Key themes of this module include: • Experimental design practices • Individual and collaborative creativity • Problem solving and exploratory prototyping • Risk taking and rule breaking • Discovery through design • Time and economic planning • Practice-led action research
Contact Hours/Scheduled Hours	Contact hours: 6 scheduled contact hours per week (full-time) or 3 scheduled contact hours per week (part-time), to include: Lectures, seminars, group and individual tutorials, technical workshops/training as appropriate.
Teaching and Learning Methods	**<u>Teaching and Learning methods</u>** Students will be expected to attend and deliver student presentations, and to participate in project critiques with their peers and tutors. Tutorials and seminars will support students in their understanding of relevant design discourses and the interconnectivity of these and their individual practices. Intensive group sessions will be used to facilitate rapid idea and design development, and collaborative exchange. 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. **Independent learning** includes hours engaged with essential reading, project work, assignment preparation, planning, completion, and presentation.
Reading Strategy	All students will be encouraged to make full use of the printed and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information pathways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue.
Suggested Reading List	Aldersley-Williams, H., Hall, P., Sargent, T., Antonelli, P. (2008) *Design and the Elastic Mind,* MOMA, New York Cooley, M. (1980) *Architect or Bee? The Human – Technology Relationship* Hand and Brain/Langley Technical Services Duncombe, S (2007) Dream: Re-imagining progressive politics in an age of fantasy Ch.3 Play the game Dunne, A. (2008) *Hertzian Tales: Electronic Products, Aesthetic Experience, and*

	Critical Design, MIT Press Igoe, T. (2007) *Making Things Talk*, Make: Projects, O'Reilly Media 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 McCullough, M. (1998) *Abstracting Craft: The Practiced Digital Hand,* MIT Press Moggridge, B. (2007) *Designing Interactions*, MIT Press Norman, D. (2005) *Emotional Design: Why we love (or hate) everyday things,* Basic Books Norman, D. (2002) *The Design of Everyday Things,* Basic Books Papanek, V. (1971) *Design for the Real World: Human Ecology and Social Change*, New York, Pantheon Books Pye, D. (1978) *The Nature and Aesthetics of Design*, Barrie and Jenkins Rust, C. (2004) *Design Enquiry: Tacit Knowledge and Invention in Science*, Design Issues Vol 20 No 4 pp 76 – 85

Part 3: Assessment		
Assessment Strategy	The assessment for this module will be through practical and written submission of set tasks to be completed independently. Assessment will be through submission of projects appertaining to realising learning outcomes. 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
	The level of experimentation and intelligent innovation made evident through the work	The portfolio demonstrates a rigorous exploration of design ideas made evident through thorough experimentation and innovative approaches to practice.
	The level to which materials, processes and technologies have been creatively exploited.	The body of work demonstrates an incisive understanding and application of relevant materials, processes and technologies.
	The level to which an effective design language has been used to communicate design development.	The student has developed a visual language that is critically and contextually alert.
	The level of autonomy and creative scholarship made evident through individual project management.	The student has successfully overseen the critical development and practical realisation of a body of experimental work.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100	

First Sit - Component A	
Element A **Description of each element**	**Element weighting** **(as % of component)**
1. Body of work including project work, supporting material and design development	80
Element B **Description of each element**	**Element weighting** **(as % of component)**
2. Critical Design Log	20

Resit (further attendance at taught classes is not required) - Component A	
Element A **Description of each element**	**Element weighting** **(as % of component)**
1. Body of work including project work, supporting material and design development	80
Element B **Description of each element**	**Element weighting** **(as % of component)**
2. Critical Design Log	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.