



MODULE SPECIFICATION

Part 1: Information			
Module Title	Design Research Methods		
Module Code	UBLFB8-15-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Contributes towards			
Module type:	Standard		
Pre-requisites	Creative Product Design Studio 2017-18, Product Design Technology Studio 2 2017-18		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: Pre-requisites: students must take one out of UBLFGA-45-2 Product Design Technology Studio 2 or UBLFX7-45-2 Creative Product Design Studio 2</p> <p>Educational Aims: See learning outcomes</p> <p>Outline Syllabus: This module will be run on a compound learning model where the module's exercises/assignments/projects will be contextually carried out through the initial research, concept development and report writing. This work will be subsequently used in Individual Project (product design). The subject matter will cover a range as follows:</p> <p>Report structure</p> <p>Overview of Harvard Style and where further information can be found. Specific topic areas of report structure, citation, referencing, and plagiarism, will be covered.</p> <p>Research strategies and information accessing</p>

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Primary research strategies, ethics and legal responsibilities and accessing online and in-holdings secondary research information

Intellectual Property

Research and reading techniques for patents, trademark, copy write and other forms of intellectual property

Iterative design loop

The process of research, integration, synthesis, and evaluation in the design process

Note: all elements are not weighted equally in study or assessment time.

Teaching and Learning Methods: Teaching and Learning Strategy for this module is studio project based learning in which a topic lecture will introduce the students to the assigned or coming up contextual information, skills or general information which supports and frames their acquisition of topic specific knowledge, skills and supports their project work.

The exercises and projects are designed to facilitate competency acquisition through the didactic and applied learning, building knowledge through the introduction of new subject matter and reinvestment of gained knowledge and skills. The tutorial portion of the studio time 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.

Exercise and Project work outside of scheduled hours is an essential component to the successful completion of the assigned work with an average time investment of 10+ hours per week. Students will be Expected to come prepared for the module sessions with in-process or completed work and supplies.

At times though the run, students are required to pre-read on topics and selected materials, research and orally present on the topic.

Projects and course work is assessed through viva (oral presentations) "pinup" and project demonstrations in front of the students peers and tutors.

Feedback will be in the form of direct verbal and/or written. Marking criteria and assessment format will be clearly indicated on the Project Brief made accessible to the students at the beginning of each project.

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

Part 3: Assessment

The assessment strategy in this module is based upon evaluations of the process and the outcomes of the completed projects and presentations (controlled conditions viva)

To best mimic professional practice the following assessment strategy has been adopted.

Summative Assessment: Projects are evaluated on subject specific criteria clearly stated on each project brief at the outset of each project:

Projects are evaluated in both peer critiques (controlled condition evaluations) and direct submissions. These presentation critiques are held during term time and during the examination period. Typical presentations are 10 minutes in duration including the formal presentation and feedback from peers and tutors. (A)

Graphic/Written document, which represent and support the verbal presentation and 3D work, consist of student generated and cited graphic images and written content. In a typical submission the written content ranges from 500-2000 words. (B)

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Submission of a process book that demonstrates the depth and breadth of research and synthesis in to the iterative process of developing a design concept. (B)

An overall mark percentage of professionalism is allotted to assess aspects of participation and engagement. (A)

Formative Assessment: Regular “in-process” critiques and one-to-one tutoring is given throughout the development process of the projects.

Feedback: Peer and tutor feedback is provided during the development process of the projects, during the project critiques.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B		75 %	Report (500-2000 words)
Presentation - Component A	✓	25 %	Oral presentation
Resit Components	Final Assessment	Element weighting	Description
Report - Component B		75 %	Report (500-2000 words)
Presentation - Component A	✓	25 %	Oral presentation

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Part 4: Teaching and Learning Methods																					
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