Module Title:	Design Ed
Language of Instruction:	English

Credits:	5

NFQ Level:	6

Module Delivered In	No Programmes

Teaching & Learning Strategies:	The learner is immersed in a range of projects, and employ skills learnered. The holistic, student-centred studio-based approach, facilitated by faculty, is intended to negotiate, facilitate and guide learner engagement and scaffold a deep-learning using the following strategies: • Lectures, • Studio based learning, • Peer-to-peer group/team learning, • E-Learning, • Self-directed independent learning,

Module Aim:	The aim of this module is to support the learner in the transition for second level education to third level design education. The module will introduce and facilitate the move to studio based learning, how it opperates and the requirements and expectations of the learner application to the programme. The module will aim to address the writing styles needed in an academic and professional environment, focusing on structure, table of contents, content, language, grammar, writing skills, referencing, essay writing and report writing. Policies & procedures around ethics, plagiarism and collusion will also be introduced. While the module aims to address writing skills it will also support the computer skills required. (Word, End Note, Turn it in, printing) The learners will also be supported through the planning of writing projects. Learners will be expected to read key design literature while also beginning the process of reviewing their own performance across modules in order to complete essay and report deliverables.

Learning Outcomes

On successful completion of this module the learner should be able to:

LO1	To demonstrate the ability to read a piece of design literature and review in an essay format
LO2	To apply appropriate writing skills, language, grammar, paragraphs and referencing for essay & report
LO3	To demonstrate the ability to use software in the creation of essays and reports
LO4	To be introduced to library skills, reading techniques and note taking
LO5	To recognise and adhere to policies around plagiarism and collusion
LO6	To outline a plan for an essay / report & frame the content
LO7	To demonstrate the ability to review personal performance across modules
LO8	To identify appropriate presentation methods for essays & reports

Pre-requisite learning

| **Module Recommendations**
This is prior learning (or a practical skill) that is recommended before enrolment in this module. |
|---|
| No recommendations listed |
| **Incompatible Modules**
These are modules which have learning outcomes that are too similar to the learning outcomes of this module. |
| No incompatible modules listed |
| **Co-requisite Modules** |
| No Co-requisite modules listed |
| **Requirements**
This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed. |
| No requirements listed |

Module Content & Assessment

Indicative Content

Design Education
Learners will be introduced to design principles and design education. It will facilitate the transition to third level education and provide the skills needed to engage with the programme and profession effectively. Design principles will introduce the learners to Product Design innovation, industrial design. the design process, design thinking , role of the designer & working as part of a multidisciplinary team, design skill set, creative problem solving, ethics and user informed decision making. As part of this area learners will begin to compile a design reference manual to assist in their design education. (Studio based learning, studio policies, application / expectation, design staff photos and contacts and role of the year tutor, equipment list, course syllabus, assessment procedures, grades, key learning streams, academic calendar, class reps , reference material (reading lists, material sourcing, contacts)) Learner will be introduced Erasmus opportunities and begin the planning process for year two.

Writing Skills
Learners will develop the necessary skills to produce essays and reports using appropriate reading/writing skills. (Reading, speed reading, proof reading, note taking, paragraphs, sentence structure, grammar, use of language, tone of writing, referencing, plagiarism, difference between essay and report writing, cover pages, abstracts, table of contents, bibliography. chapter structure, appendices)

IT skills
Learners complete their projects using the appropriate software and skills to aid in the writing of essays and reports. (Word processing, file management, end note, turn it in) Learners will also be introduced to library procedures and the techniques for locating and sourcing reference material

Design Studio (Resource)
A dedicated space designed to allow for studio-based learning. This space is specific to a particular learning group. While used to deliver studio-based education the space is available to accommodate learners outside scheduled/timetabled hours. It provides a safe learner-driven, peer-reviewed environment, supported on a one-to-one basis. It supports the synthesis of parallel concurrent modular knowledge, skills and competency with prior learning & personal aesthetic judgement, to resolve specific design research question/s.

Computers/Plotters/Printers (Resource)
In this module learners requires the use of a computer lab. There should be access to printing and plotting facilities in order to complete deliverables.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	*Assessment Description*	*Outcome addressed*	*% of total*	*Assessment Date*
Essay	Essay / Literature Review – 1000 word essay / literature review on a piece of key design text. Learners will be asked to demonstrate the ability to frame content, plan essays, use appropriate language, writing skills, referencing and procedure for submission. Learners must also submit a 300 word reflection recording the process and methods used.	1,2,3,4,5,6,8	30.00	Week 9
Written Report	Report – Learners will produce a reflective report detailing their application and acquisition of skills over term one, across their 6 key learning streams of design, presentation, commercial & documentation, realisation, technical and analysis & writing. Learners will be asked to demonstrate the ability to frame content, plan structure of report, use appropriate language, writing skills, referencing, inclusion of figures and procedure for submission	2,3,4,5,7,8	30.00	Week 15
Project	Reference Manual – Learners will compile a reference manual over the term that will assist them in design education, writing skill, computer skills and policies and procedures. This manual will be submitted for assessment at the conclusion of the module.	1,2,3,4,5,6,8	10.00	Week 15
Portfolio	A submission of a portfolio showing content and development over the year across the six key learning streams	7,8	20.00	Week 30
Oral Examination/Interview	Learners will present for interview and review performance across the six key learning streams including a future development plan	7	10.00	Week 30

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

DSGN H1429: Design Ed

Module Workload

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	Every Week	1.50
Independent Learning Time	Every Week	1.00
	Total Hours	2.50