

Module Title:	Industrial Design
Language of Instruction:	English
Credits:	10
NFQ Level:	7
Module Delivered In	No Programmes
Teaching & Learning Strategies:	The teaching & learning strategy is student-centered and follows a studio-based deep-learning pedagogical approach. Learners are immersed in a range of collaborative, problem-solving activities, to investigate and evaluate where design can propose solutions for commercial and social benefit. Teaching & learning is facilitated through: • lectures, • studio based learning, • peer-to-peer group/team learning, • industry/partner collaboration, • seminar/workshops, • e-Learning, • presentation, • facilitated peer-to-peer critique/review, • self-directed independent learning.
Module Aim:	The aim of this module is to enable learners explore and interpret the embodied visual language & complex meaning of physical products. The content aims to provide learners with a range of complex problems, to design aesthetic, technically robust, human-centered & market appropriate solutions. The module approach aims to support learners acquire the knowledge, skill and insight to support a self-aware, brave and informed attitude and behavior, when proposing and communicating personal aesthetic, through design.

Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Evaluate existing design to interpret and audit its attributes to effect improvement.
LO2	Frame, scope and engage a problem for human-centered, commercial and/or social benefit.
LO3	Operate independently, collaboratively and effectively to discover and interpret critical data relating to design decision-making to use in design-led problem solving and artifact story-telling.
LO4	Collate and interpret complex information, to implement in design decision-making.
LO5	Demonstrate selectivity, creativity and conceptual & technical skill in design process to execute a design-led approach to problem solving.
LO6	State and defend a personal perspective on design process and aesthetic.

Pre-requisite learning		
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>		
No recommendations listed		
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>		
No incompatible modules listed		
Co-requisite Modules		
6043	DSGN H2R08	Marketing for Design
6860	DSGN H3425	Prototyping & Surfaces
6861	MODL H3405	Advanced 3D Computer Modelling
Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>		
No requirements listed		

Module Content & Assessment
Indicative Content
Sketch & Render

Learners engage in a process of refreshing their hand sketching & visual rendering skills of solid objects to assist communication of their design concept ideation.

P12: Design Review

Learners disassemble, evaluate and propose a review of an existing mass-produced product. Product selection should have identifiable attributes, (i.e. form-factor, ergonomics/interface, technical, brand and cultural). Project purpose is to link all modular learning; to inform design decision-making. Content includes auditing of OBUX, styling & communication, usability, stakeholder and product system/PSS/eco-system, for design update proposal.

P13: Co-design

Learners collaborate in a co-design research action to address a commercial, social or competitive problem. Task selection should be framed in partnership with internal and/or external agency, to encourage cross-discipline collaboration. Project purpose is to engage co-design process; to inform decision-making and insight. Content includes discovery, co-design ideation & problem-solving, design detailing, refinement and proposal.

P14: Form & Story in Design

Learners collaboratively research in visual language and emerging trends, to propose a product family, with a product service system and/or eco-system. Project selection should be framed against a commercial, social or competitively framed problem. Project purpose is to integrate complex design constraints with an agreed visual aesthetic language. Content includes discovery, system design, design development, detail refinement and delivery.

Design Studio (Resource)

Dedicated, flexible work space comprising high levels of natural light to support studio-based pedagogy; the basis of design synthesis of concurrent knowledge, skills and competency from across all modular strands.

Flexible Furniture (Resource)

Flexible work-space furniture to allow for collaborative interaction and design process.

Specialist Computing, Printing & Software (Resource)

Access to specialist design computing, printing and design software.

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Case Studies	P12: Review Case-study	1,2,3,6	15.00	Week 7
Practical/Skills Evaluation	P13: Co-design	2,3,4,5,6	15.00	Week 14
Presentation	P14: Design for Form & Story	2,3,4,5,6	40.00	Week 30
Reflective Journal	Reflective practice on research, process, decision & rationale in design practice, state & defend a personal philosophy to their own design & aesthetic, and identify future design developmental need/s.	5,6	10.00	Week 30
Oral Examination/Interview	Showcase defense of design for academic year and synthesis with aligned modular elements.	2,5,6	20.00	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

Module Workload

Workload: Full Time		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Studio Based Learning	Every Week	8.00
Independent Learning	Every Week	4.00
Total Hours		12.00

