

Process

Module	MACD101 Process
Study block	Deconstruction
Briefing	Tuesday 25 September 2023
Interim Deadline	Friday 20 October 2023
Assessment Deadline	Friday 05 January 2024 at 14:00

Module Introduction

This introductory module recognises that design process sits at the heart of creative practice, and seeks to explore how new methodologies and insights can ensure a communication question is explored in a way that maximises the opportunity for new ideas. It is concerned fundamentally with the question of how we create, and the definition of process models that will have relationship and relevance to an individual's personal practice.

Institutional inductions will begin the experience alongside fundamental introductions to standard and advanced process models, particularly those inherent to the course (Discover, Spark, Resolve and Perform).

Through lecture and provocateur experiences, we will look at personal, global, physical and cross-disciplinary process approaches. Throughout the course this will be a continuous theme; encouraging methodologies where risk, vulnerability, discomfort and challenge become common place.

Structure

This is a 4-week experience that will contain studio practice projects and theoretical insights. Many of these are set and you will be required to attend these, keep notes and join in debate with your peers.

Lectures

Introductory lecture; structure and themes
Process & Ideation
Module and project briefings
Assessment preparation

Theory

Research principles and methodologies
Critical thinking
Craft as process
Understanding self

Technical support

Skills sessions

Tutorials

Individual Tutorials
Group tutorials

Self-study

Studio practice
Library research
External research

Guidance through group and individual tutorials will be given across the study period. Formative reviews, targeted theory lectures/tutorials and self-reflection mechanisms will encourage ongoing criticality throughout the various stages of the Study Block.

Within this module you will:

- Share current practice – your methodology, your values, your critical communication
- Un-pack your story and interrogate your process and consider how these have informed your journey to date
- Identify your strengths and weaknesses and reflect upon how you might improve your process
- Reflect on how other designers move from brief to solution – consider how this might be valuable to your own process
- Communicate your narrative through a design outcome

Assessment

The module contains two methods of assessment, which are broken down to 80% for Studio practice (design outcomes and development work) and 20% for a final Design Research Journal. These are delivered through two project briefs as set out below.

Please ensure that you always cross-reference your work with the Learning Outcomes and their assessment criteria.

Project 1; Identify

The theme of this study block is designed to enable you to deconstruct aspects of your current practice, so you can begin to diagnose potential in your current **working methodology** but also **highlight areas for improvement**. Through the earlier part of the module, you will also start to hear different approaches to creative processes that you may agree or disagree with; the aim being that you start to form an opinion of who you are, so a sense of direction and approach can be strengthened or formed.

As part of the preparation for the course, you will have been asked to examine your creative methodology and story to date. This will form the initial catalyst for the project and will begin through sharing and discussion with peers.

Project Outline; Having explored an overview of your process, you are now asked in the first part of the project to **investigate** aspects of your **creative process** and **self** in greater detail. This exercise is not dissimilar to how designers understand any problem confronting them; **exploring a question** from a **variety of angles and perspectives** to help find a unique insight.

Stage 1; Like a brand, we need to get a sense of the **values** that underpin **our work and selves**; we need to understand the **emotional** and core equities that make us up and may have **impact on how we think**. In order to unpack these, you are encouraged to examine yourselves in terms of the following:

- *Analysis*
- *Examine values / equities / biases*
- *Analogy, metaphor*
- *Narrative (epiphanies, events, memories, key moments etc.).*
- *Ambition; what areas of work might be in your horizon and what skills / process may be required?*

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- *Are there holes that need fixing across; Discovery, Spark, Resolve and Perform?*

Concluding this phase of work, you will need to **decide** the **story you wish to tell through your design artefact**.

Stage 2; You will then be asked to create a **creative response** to celebrate, provoke or challenge yourself in the form of a design artefact. This could be something that is highly tangible or applied, or a response that is more personal. Equally it could be a tool, manifesto or other form felt most appropriate to help you through the next phase of the course. Remember too, there needs to be a context or an access point by which an audience can read the 'communication' of your piece.

Throughout the course you will continue to confront this juxtaposition between your **own point of view** and that of the **needs of an audience or design need**. It is in this spirit that you will start to gradually identify future horizons and ambitions. This is the first step; the mechanics of your practice, the **process** that helps **deliver great** and **fulfilling work**.

Project 2; Record

This project has been instigated to begin the process of reporting, reflecting and reviewing that will be part of your postgraduate journey on this course. It will allow you to record an on-going journal across the whole experience so you can build the critical and contextual skills needed for postgraduate study but also more in-depth design practice and enquiry. You will then be able to trace and monitor developments as you progress.

Whilst this brief will be assessed in its own right, following the setting up of your journal, it will then form a continuous partner to all project work for the remainder of the academic year.

You will be encouraged to record project work and weekly commentary in various ways, from sketchbooks, recordings, image or word-based notation in analogue and digital form. For the purpose of this project and future critical review, we will be asking you to form a digital research journal which will be developed over the coming weeks. You will need to investigate and research the most appropriate platform and tone for this journal.

Project Outline; some of you will be used to a variety of digital platforms and tools, others used to more traditional recording or sketching when developing work. This project will initiate how we think about communicating the many different facets of our work, starting with a group project. We will then move onto curating the story of this challenge within the constructs of a digital platform, before creating your own.

Stage 1; The first stage of this brief will begin in week 2 where you will need to investigate various online platforms to find a suitable and engaging platform to house your research journal. Take into consideration various forms of documentation you may use to chart your MA journey, such as reportage, text, video, photography, and sound.

Stage 2; This will see you starting to collate material from various workshops, independent research, provocateurs etc. and build your own platform to record this personal journey for the rest of the course. Take into consideration hierarchy and any particular ‘communication’ slant you wish to bring.

Project Schedule

The project will run across the full 4-week period of this module and alongside various lectures and workshops that will help inform your outlook and ideas. Whilst new experiences will continue to inform your ideas, it is expected that through week 3 onwards you will begin to develop your design ‘artefact’.

Week 1; Briefing, reflection, and analysis (Discover)

Week 2; Further research and ‘Discovery’ and initial ideas generation (Spark)

Week 3; Ideas generation followed by beginning to ‘resolve’ core approach

Week 4; Final making and preparation of idea (Deliver)

Deliverables

All development work and research enquiries should be presented along with your final ‘made’ piece and research journal. These should be ready for discussion in the final week, although they will not be handed in until week 12 for the module assessment in the form of project boards. Please ensure you also fill out the project summary form.

Module learning outcomes

No	Assess. Method	Description of Assessment Method	%	Learning Outcomes Assessed					Compulsory or Compensatory
				1	2	4	7	10	
1	SP	Design outcomes and development work	80	•	•	•	•	•	Compulsory
2	RE	Design Research Journal	20		•			•	Compensatory

PHASE	LEARNING OUTCOME	FAIL 0-49%	PASS 50-69%	DISTINCTION 70-100%
DISCOVER	<i>1. Use relevant strategies and process to evaluate and select from a range of research methodologies (procedure for identifying needs)</i>	<i>A poor understanding of project needs and a uniformed, largely linear process have led to an inadequate or inappropriate choice of research methods. Lack of confidence or conviction in personal methodology</i>	<i>Identified project needs define a range of appropriate research methods and a confident understanding in the inter-relationship between research stages enables a clear sense of purpose and direction.</i>	<i>Comprehensive understanding of project needs informs the choice of highly appropriate and discretely selected research methods. Lateral thought and highly creative and innovative process is evident throughout.</i>

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	<p><i>2. Evidence a systematic understanding of knowledge and critical judgement in relation to issues at the forefront of contemporary debate (analysis)</i></p>	<p><i>Analysis lacks clear critique or is unfocused. Generalised conclusions and inadequate or misplaced description of the design problem.</i></p>	<p><i>Competent analysis supports conventional practice, theoretical perspectives and/or methodologies leading to a clear and effective description of the design problem.</i></p>	<p><i>On-going and rigorous analysis challenges conventional practice, theoretical perspectives and/or methodologies, leading to a clearly focused definition of the design problem.</i></p>
SPARK	<p><i>4. Select appropriate methodologies to aid the interpretation of a creative problem so to provoke innovative idea generation & development (ideas and motivation)</i></p>	<p><i>Methodologies are inappropriately selected and/or misunderstood leading to inadequate idea generation and development, disconnected from defined intentions.</i></p>	<p><i>Appropriately considered methodologies support a robust and thorough phase of idea development and goal evaluation. Consistent focus supports the development of a range of imaginative concepts, each with purpose and imaginative potential.</i></p>	<p><i>Transparent methodologies embedded in practice lead to ideas that challenge conventions and conceptual possibility. Independent and highly motivated engagement delivers a wide range of imaginative and innovative concepts.</i></p>
RESOLVE	<p><i>7. Evidence core relationships between research, strategy, idea development and final concept (design proposal)</i></p>	<p><i>Process remains procedural and stages appear detached. Adopted methodologies are largely disconnected from the original needs and proposal is subsequently misguided.</i></p>	<p><i>Clear developmental process is evident, informing decisions throughout. Methodology is defined by project needs and proposal is appropriate & well informed.</i></p>	<p><i>Clear cyclical process evident. Lateral & linear methodologies are interwoven seamlessly. Design proposal is innovative and highly creative.</i></p>
PERFORM	<p><i>10. Evidence applied planning, organisational and reflective skills in personal practice and of a given outcome (evaluation)</i></p>	<p><i>Learning is predominately reliant on external guidance. Evaluation lacks conviction or is inaccurate. Planning and organisation is undervalued.</i></p>	<p><i>Independent learning is self-managed with confidence and with minimal guidance. Reflection is accurate and honest, leading to a persuasive and helpful evaluation.</i></p>	<p><i>Independent learning is pro actively self-managed at a professional level, with confidence and conviction. Reflection is accurate, contributing to the success of personal learning goals.</i></p>