Unit Title | Extending Experience
---|---
FHEQ Level | Level 5
Unit Code | USE18203
Credit Value | 30
Unit Type | Subject

**Learning Hours**

<table>
<thead>
<tr>
<th>Staff – Student Contact Hours</th>
<th>Independent Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>75</td>
</tr>
<tr>
<td>Supervised access to resources</td>
<td>Preparation for Assessment</td>
</tr>
<tr>
<td></td>
<td>Unsupervised Access to Resources</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
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</tbody>
</table>

**Unit Description**

This unit advances the learning from *Exploring Experience* in conjunction with application of knowledge from *Concepts of Interaction* to increase students' knowledge and experience around user-centred design with a focus on digital products, service design and creating valued outcomes. (Originate Principle)

This unit introduces and examines higher level user research and ethnographic methodologies. User testing will be more thorough and focused, and where required functional prototypes will be more comprehensive and capable, existing across a range of platforms as defined in answering a brief. Problem-space analysis, data and ethnographic user research, behavioural and psychological insight, alongside iterative and agile working processes play a key part in driving the project to a successful outcome. (Cultivate Principle)

This unit encourages collaborative and embedded research practice and offers the opportunity to develop digitally connected and data-driven products, engage with entrepreneurism, and increase awareness around designing for change, social impact, and the positive potential of design. (Integrate Principle)

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
5. Originate / creativity meets technology.

**Unit Indicative Content**

- User-centred design and service design fundamentals
● Advanced ethnographic tools and research methodologies
● Utilising code and data for creating functional prototypes
● Collaborative practice
● Entrepreneurism
● Design for change and the social impact of design

Unit Aims
To improve the understanding and application of core principles of user-centred design
To examine what service design is and its role across different industry sectors
To gain advanced skills in user research and ethnographic methodologies
To apply design and code skills in creating functional prototypes
To become aware of entrepreneurial potential of design practice in the context of service and product creation
To become aware of collaborative practice and methods of working in teams
To design outcomes for positive social impact and change

Unit Learning Outcomes

LO 1 Research/Inspiration
Analyse and interpret information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.
Related Principle: ORIGINATE

LO 3 Development/Prototyping
Analyse a range of potential pathways that result in appropriate solutions, informed by an understanding of the principles of the creative process.
Related Principle: INTEGRATE

LO 7 Employability
Demonstrate professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.
Related Principle: CULTIVATE

Learning and Teaching Methods
Briefings
Lectures
Project work
Seminars
Workshops
Group work
Online activity
Individual Presentations and critiques
Self-directed independent study

Assessment methods and tasks

More detailed assessment tasks will be specified in the brief.

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Weighting (%) (one grade or multi-grade unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of work with supporting physical and digital material detailing project research, process and development.</td>
<td>Unit assessed holistically (100% of unit)</td>
</tr>
</tbody>
</table>

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

- Show an understanding of the core principles of user-centred design (LO1, LO3)
- Show an understanding of service design and its role across different industry sectors (LO1, LO3)
- Evidence advanced skills in user research and ethnographic methodologies (LO1, LO3, LO7)
- Show design and code skills in creating functional prototypes (L03, L07)
- Show awareness of entrepreneurial and collaborative potential of design practice in the context of service and product design (LO1, LO7)
- Show designed outcomes for positive social impact and change (LO1, LO3)

Essential Reading list

6. Stickdorn, Marc (2011) This is Service Design Thinking: Basics, Tools, Cases, Amsterdam: BIS