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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	1622QCA
COURSE TITLE	Introduction to 3D Design
ACADEMIC ORGANISATION	QCA Queensland College of Art
MODE	In Person
LEVEL	Undergraduate
CREDIT POINT VALUE	10

Course Description:

This course provides an introduction to designing for students working in 3D across related disciplines, such as product and interiors, art and engineering, jewellery and graphic objects. Students develop a design process during the course that they can build on in future courses, with the creativity, research skills and understanding to frame design problems, create design intent, develop their designs fed by active research, and present concepts that respond to those problems. It also involves practical activities to develop drawing for design skills, studio modelling skills (e.g. cardboard and foam) and creative communication skills.

Assumed Background:

This course provides an introduction to 3D Design. It is core learning for Industrial Design first year students and is useful for students from all design related disciplines and engineering disciplines. Previous 3D Design experience is not necessary for students taking this course, but students should be enrolled in degree programs that have a creative base, such as Design, Art, Architecture, Engineering, Multimedia. An enthusiasm for taking part in practical activities, discussions, practical studio based activities and practical research is essential. Visual communication, drawing and discussion will be integral to the course. Students must be willing to learn and practice sketching for designers and practical model making using studio materials.

1.2 Course Introduction

This course is practice based and the second task is project based, and includes consideration of aesthetics and meaning in objects and the importance of the development of design communication skills, particularly 3D drawing for designers and studio model making. In-class activities and creative projects provide an introduction to developing design ideas and the emphasis is on developing an approach to practical 3D design development whilst giving a good basis for work on future projects. This is an activity based course with creative project assessments and although supporting course material is provided in the course content folder of Learning@Griffith, participation in the studio activities is essential for learning. Designing in the real world, in two and three dimensions, involves thinking about the context of the design, the users - the way they will use an object or space, the way they will interact with it and feel about it, communication and the expression of ideas or emotion as form, as well practical considerations, such as construction and the relationship of the elements, as well as the usual factors present in 3D designs, such as aesthetics.

Previous Student Feedback

In 2017, this course became core to Industrial Design Program and therefore the content and projects have been more directly targeted to this group and the projects complementary to the other core courses for this cohort, such as Designing with mechanics. If you have any questions about the course, please contact the course Convenor, Dr. Sam Canning on s.canning@griffith.edu.au

1.3 Course Staff

Primary Convenor **Dr Sam Canning**

EMAIL	s.canning@griffith.edu.au
CAMPUS	Gold Coast Campus
BUILDING	Academic 2 (G06)
ROOM	2.37
Lecturer Ms Kaecee Fitzgerald	
EMAIL	kaecee.fitzgerald@griffith.edu.au

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

This course involves a lecture (G30 1.15) and studio session in G14 2.12. Please ensure you attend at the start of each session and **please wear covered shoes**, not sandals, in the Design Studio G14 2.12 as it is a health and safety requirement.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

Students will be required to be able to download recorded lectures, and have access to the ADOBE suite in the computer laboratories. Although the course is primarily analogue, students will also be advised on the use of graphics software to support their presentation work.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

The aim of this course is to introduce students to design communication and development tools. Sketching and studio model making techniques - that is model making for design development purposes and to communicate ideas - are introduced. Although computers have become integral to the design process, it is still an essential element of 3D design that designers can confidentially communicate using visual and practical tools.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Develop designs based on a design intent targeted to a specific market
- 2 Describe a 3D design using product design practice sketch perspectives and orthographic projections
- 3 Use professional studio model making techniques in constructing communication and presentation models
- 4 Clearly document design process from beginning to end demonstrating divergent research, ideation and progression and development of ideas progressing throughout the project.
- 5 Development of User Centred functional and aesthetic requirements as part of a design in response to the developed brief, including consideration of patterns of use and different user requirements
- 6 Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	

Additional Course Information on Graduate Attributes

This course provides an opportunity to broaden the outlook of students, beyond the natural boundaries of their discipline to work with others from very different disciplines on projects that explore users practical interaction with their environments.

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

During this course it is recommended that you should purchase as a minimum an A3 drawing pad of layout paper. You will be shown the specific type of paper in the early sessions. You will also need to bring pencils, fine black drawing pens, 2 grey markers - mid and light grey), a ruler and eraser.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Drawing for designers (Studio): Lecture: Design communication Activity: Design drawing to explore, understand and document products	1, 2
4 Mar 19	Analysing product (Studio): Lecture: Products for purpose Activity: Developing design intent Incremental change	1, 2
11 Mar 19	Ergonomic testing (Studio): Lecture: Studio model making and testing Activity: Ergonomic testing	3, 5
18 Mar 19	Design communication (Studio): Lecture: Communicating through drawing Activity: Drawing during design discussions Explaining and documenting interaction	5, 6
25 Mar 19	Experience Mapping (Lecture): Activity Experience Mapping	1, 2, 3, 6
1 Apr 19	Assessment Item 1 Submission (Assessment): In class submission	1, 3, 5
8 Apr 19	Activity tracking (Studio): Lecture: Assessment Item 2 Intro. Activity: Flow and interaction Activity: Experience mapping Scale model making Professional techniques	3, 5
22 Apr 19	The Castle (Studio): Lecture: Design for disassembly Studio: Form and purpose Flat pack and temporary products	1, 3, 5
29 Apr 19	Refining forms (Studio): Lecture: Developing construction details Studio: Scale model making	3, 6
6 May 19	Design documentation (Studio): Lecture: Design story Studio: Preparing for client presentations Working on project ideas, with tutorials	2, 6
13 May 19	Final detailing (Studio): In class Submission of task 2, Submission of task 3 Presentation of designs Discussion and feedback	1, 2, 3, 5, 6
20 May 19	Assessment Item 2 Submission (Assessment): In class Submission of task 2, Submission of task 3 Presentation of designs Discussion and feedback	

4.2 Other Teaching and Learning Activities Information

This course builds on a series of learning activities within the studio sessions. For effective learning this needs to take place in person. Online content will supplement but not replace the learning activities. To be eligible for assessment you must attend at least 80% of the sessions. Lecture content will be uploaded where appropriate for review but is not a substitute for participation in the studio activities.

For this course you will be provided with in studio activities on hand outs. Please can you return the and outs at the end of the session, but if you would like a copy of any of the hand outs, you can ask if it can be uploaded onto Learning@griffith.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Assignment - Practice-based Assignment Tactile Object	1 Apr 19 In respective Week 6 tutorial hand in electronic copy of PDF and bring printed copy of A3 sheets	20%	100 marks	1, 2, 3, 4, 5, 6	
Assignment - Practice-based Assignment Sketching Journal	20 May 19 Week 12 Submit Bound A3 Journal of accumulated weekly sketches. 2	40%	100 marks	2, 6	
Assignment - Practice-based Assignment Assessment 2	20 May 19 Week 12 Hand in electronic copy of PDF and bring printed out copy of A3 sheets to class	40%	100 marks	1, 2, 3, 4, 5, 6	

5.2 Assessment Detail

Title: Tactile Object

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

1 Apr 19 In respective Week 6 tutorial hand in electronic copy of PDF and bring printed copy of A3 sheets

Weight: 20%

Marked out of: 100

Task Description:

Course title	Introduction to 3D Design Task 1
Assessment title	Tactile Object
Due date:	Week 6

TASK: Create a sculptural object that is to be examined without using the sense of sight.

Sculpture for the blind is an important form of artistic expression. Your task is to create a tactile object from a 100mm X 100mm X 100mm cube of High Density Styrofoam that is to be appreciated by a *Blind Target Market*.

You will be supplied with 2 cubes of High Density Styrofoam each (one for testing the other for the final model). You will use only the Styrofoam for your model but you are permitted to use glue (two-part epoxy works best) or double-sided tape to join any parts that you need to. You will design and make a cardboard box to fit your 100mm X 100mm X 100mm sculptures in (the final sculptures must not exceed these dimensions). Your models are not to be painted or finished in any way. You must document your development work in the form of sketches (A3 format) and rough models demonstrating design decisions and development.

You are required to submit:

1. High Density Styrofoam Sculpture (no larger than 100mm X 100mm X 100mm)
2. Annotated drawings communicating your development concepts.
3. Box to contain 100mm X 100mm X 100mm sculpture with your Name and Student # clearly visible on the box.
4. Developmental Models

SUBMISSION FORMAT:

Digital submission online in Pebble Pad

Physical submission in class in Week 6 (no verbal presentation necessary)

LAYOUT: As above

BACKGROUND:

Design is about creating for a purpose and communication is integral to that function. This task provides the basis for communicating 3D object design for construction and differentiates between drawing for art and drawing for design.

MARKING

Your work will be marked using performance standards that relate to the learning objectives. The performance standards give guidance to the standard your work, so although your work may not exactly fit the description of performance, it is at the level of work as characterised by the description.

Criteria & Marking:

Assessment criteria: <i>You should be able to...</i>	Performance standards <i>Work is characterised by demonstrating...</i>			
	<i>High Distinction (85 % or above)</i>	<i>Distinction (75 – 84%)</i>	<i>Credit (65 – 74%)</i>	<i>Pass (50-64%)</i>
LO1 Develop designs based on a design intent targeted to a specific market	Effectively developed and translated abstract ideas as 3D concepts that communicate creative, defined design intents that include sophisticated aesthetic ideas as well as functional requirements for specific target market.	Translated abstract ideas into 3D forms that communicate a clear design intent that includes emotional communication challenges, such as in relation to atmosphere and aspiration.	Related abstract ideas to 3D forms, communicating aspects of the design intent that include emotional communication challenges, such as in relation to atmosphere and aspiration.	Related abstract ideas to 3D forms that include emotional communication challenges, such as in relation to atmosphere and aspiration.
LO2 Describe a 3D design using product design practice sketch perspectives and orthographic projections	Accurate use of vanishing points, construction lines and product sketching techniques that communicate the 3D form and scale, including overlays and accurate shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that communicate the 3D form, including overlays and consistent shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that provide the basis for communicating the 3D form, including some use of markers.	Use of vanishing points, construction lines, markers and product sketching to show 3D form.
LO3 Use professional studio model making techniques in constructing communication and presentation models	The complex application of fabrication and professional model making techniques to create innovative models, to scale, with detailing resolved for communication.	The effective application of fabrication and professional model making techniques to create informative models, to scale, with detailing resolved for modelmaking	The application of fabrication and model making techniques to create models, to scale, with detailing mostly resolved for modelmaking	The application of fabrication and model making techniques to create models, to scale.
LO4 Clearly document design process from beginning to end demonstrating divergent research, ideation and progression and development, of ideas progressing throughout the project	Design process is thoroughly in evidence from divergent research and ideation techniques, concept selection and development target market selection and manufacturing details	Design process is in evidence, divergent research and ideation techniques, concept selection and development, target market selection and manufacturing details	Design process is in evidence with concept selection and development in evidence	Design process is documents showing some modelmaking and sketch development
LO5 Understanding and application of User Centred functional and aesthetic requirements as part of a design in response to the developed brief, including consideration of patterns of use and different user requirements	Your work demonstrates that you have developed a complex understanding of context and can explain and respond to patterns of use and the needs of different users, and then translate that into an effective design plan for your project.	Your work demonstrates that you have developed an in depth understanding of context and can respond to patterns of use and the needs of different users, and then translate that into an effective design plan for your project.	Your work demonstrates that you have developed an understanding of context and can respond to patterns of use and the needs of different users, as demonstrated in your project.	Your work demonstrates that you have an understanding of the needs of different users.
LO6 Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate, consistent, relevant and creative graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to appropriately communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to communicate the design story in presentation sheets

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Sketching Journal

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 2, 6

Due Date:

20 May 19 Week 12 Submit Bound A3 Journal of accumulated weekly sketches. 2

Weight: 40%

Marked out of: 100

Task Description:

Course title	INTRO TO 3D DESIGN TASK 3
Assessment title	Sketching Journal
Due date:	Week 12

TASK: This task involves compiling a journal of your sketching practice throughout the semester.

For this task you will need to complete a minimum of 6 A3 pages of sketches each week. These pages will be densely populated with sketches showing perspective and orthographic projections of your own unique ideas or otherwise general objects, household automotive etc. Ultimately these weekly exercises will be compiled into a bound A3 journal with your name and student ID visible which will be submitted in Week 12.

Class workshop excersises are also to be included in the journal.

Each week at the beginning of class students will display to lecturing staff their 6 pages of sketching practice. These weekly submissions will be recorded for each student by the lecturing staff and these weekly checkpoints will form part of the final mark for the final journal. If these milestones are missed (other than for an approved reason) there will be no opportunity for re-submission. This format is designed to encourage students to accustom students to the idea of regular sketching as part of their design process.

SUBMISSION FORMAT

A3 bound journal

BACKGROUND:

This task provides the basis for designing for developing your ability and confidence when using sketching as part of the design process. Hand sketching is still the simplest and quickest method for exploring multiple ideas of developing existing ideas and it is a highly valued skill within the design industry.

It is important to emphasise that we are learning drawing for Design. This is *not* Art and it is not about an individual's natural ability for drawing. This is a skill that *can* and *will* be learned but in order to achieve this it is *Critical* that you practice. This sketching journal will at the end of the Trimester serve as a reminder of your improvement.

Briefly explained the sketching methodology we are teaching is one of a linear progression of ideas. No erasing drawings and individual drawings are not to be laboured simply move on to another drawing. It is important to emphasise within the design process this kind of sketching is about the recording, developing and transmitting of ideas and is a means to an end (the end being the design project outcome) not the end in itself.

MARKING

Your work will be marked using performance standards that relate to the learning objectives. The performance standards give guidance to the standard your work, so although your work may not exactly fit the description of performance, it is at the level of work as characterised by the description.

Criteria & Marking:

Assessment criteria: <i>You should be able to...</i>	Performance standards <i>Work is characterised by demonstrating...</i>			
	<i>High Distinction (85 % or above)</i>	<i>Distinction (75 – 84%)</i>	<i>Credit (65 – 74%)</i>	<i>Pass (50-64%)</i>
LO2 Describe a 3D design using product design practice sketch perspectives and orthographic projections	Accurate use of vanishing points, construction lines and product sketching techniques that communicate the 3D form and scale, including overlays and accurate shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that communicate the 3D form, including overlays and consistent shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that provide the basis for communicating the 3D form, including some use of markers.	Use of vanishing points, construction lines, markers and product sketching to show 3D form.
LO6 Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate, consistent, relevant and creative graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to appropriately communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to communicate the design story in presentation sheets

Submission: This task will be submitted as a bound A3 Journal, in class in Week 12

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Assessment 2

Type: Assignment - Practice-based Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

20 May 19 Week 12 Hand in electronic copy of PDF and bring printed out copy of A3 sheets to class

Weight: 40%

Marked out of: 100

Task Description:

Course title	INTRO TO 3D DESIGN TASK 2
Assessment title	Cardboard Furniture Project
Due date:	Week 12

TASK: Design a cardboard seating device capable of supporting 100kg (this will be tested on submission)

Cardboard is a robust and recyclable material and has been used in high end designs by world renowned designers. A Cardboard Chair and Ottoman designed by Frank O. Gehry which retails for around \$2500.00.

You are required first to engage in divergent research and Ideation to identify a target market or scenario in which your design is intended to reside. The establishment of this target market will lead to the writing of a Design Intent What (what are you designing), Where (where is it going to be used), How (how are you going to do it). This design intent will provide the blueprint for your design project.

You will all be supplied with a standard sized sheet of cardboard. You may not use any additional cardboard and your finished model must be made from this cardboard only. Developmental Models can be scale models (maquettes) and full size models using any available cardboard (make sure this is documented). No glue or fasteners are permitted and the final design will be brought to class in a disassembled state and assembled by someone else (chosen by the lecturing staff). This means you will need to supply detailed instructions (printed format) to inform assembly.

SUBMISSION FORMAT:

6 x A3 sheets

You are required to submit the design intent and presentation of the final outcome taking into account:

1. Design intent and target market on A3 printed colour sheets (also digitally submitted)
2. Cardboard Seating Device
3. Detailed Assembly Instructions
4. Cultural referencing for user group – aesthetics, values, ergonomics, use patterns etc.
5. Documentation of process/development including scale modelling to communicate information about your design.

Your work needs to include the aesthetic / atmospheric intent of your work as well as its technical considerations.

Make sure name is on all submitted work and you bring hard copies into class in week 12. Submit the electronic version into learning @ griffith

LAYOUT:

Your work should be presented as a 'design story' in that the 6 sheets should be organized in order to show the progression of the design. You should include scans of your sketch work, photographs of models you have made and also to illustrate the design problem and research that you did. Your work should be annotated and all references formally referenced.

Your sheets should be organized to show your work neatly and clearly. It is recommended that you draw on layout paper, then scan your drawings into the two A3 sheets to make the presentation.

BACKGROUND:

This task provides the basis for designing for a complex situation taking into account difficult user group needs

MARKING

Your work will be marked using performance standards that relate to the learning objectives. The performance standards give guidance to the standard your work, so although your work may not exactly fit the description of performance, it is at the level of work as characterised by the description.

Criteria & Marking:

Assessment criteria: <i>You should be able to...</i>	Performance standards <i>Work is characterised by demonstrating...</i>			
	<i>High Distinction (85 % or above)</i>	<i>Distinction (75 – 84%)</i>	<i>Credit (65 – 74%)</i>	<i>Pass (50-64%)</i>
LO1 Develop designs based on a design intent targeted to a specific market	Effectively developed and translated abstract ideas as 3D concepts that communicate creative, defined design intents that include sophisticated aesthetic ideas as well as functional requirements for specific target market.	Translated abstract ideas into 3D forms that communicate a clear design intent that includes emotional communication challenges, such as in relation to atmosphere and aspiration.	Related abstract ideas to 3D forms, communicating aspects of the design intent that include emotional communication challenges, such as in relation to atmosphere and aspiration.	Related abstract ideas to 3D forms that include emotional communication challenges, such as in relation to atmosphere and aspiration.
LO2 Describe a 3D design using product design practice sketch perspectives and orthographic projections	Accurate use of vanishing points, construction lines and product sketching techniques that communicate the 3D form and scale, including overlays and accurate shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that communicate the 3D form, including overlays and consistent shading using markers using both perspective and orthographic techniques.	Use of vanishing points, construction lines and product sketching techniques that provide the basis for communicating the 3D form, including some use of markers.	Use of vanishing points, construction lines, markers and product sketching to show 3D form.
LO3 Use professional studio model making techniques in constructing communication and presentation models	The complex application of fabrication and professional model making techniques to create innovative models, to scale, with detailing resolved for communication.	The effective application of fabrication and professional model making techniques to create informative models, to scale, with detailing resolved for modelmaking	The application of fabrication and model making techniques to create models, to scale, with detailing mostly resolved for modelmaking	The application of fabrication and model making techniques to create models, to scale.
LO4 Clearly document design process from beginning to end demonstrating divergent research, ideation and progression and development, of ideas progressing throughout the project	Design process is thoroughly in evidence from divergent research and ideation techniques, concept selection and development target market selection and manufacturing details	Design process is in evidence, divergent research and ideation techniques, concept selection and development, target market selection and manufacturing details	Design process is in evidence with concept selection and development in evidence	Design process is documents showing some modelmaking and sketch development
LO5 Understanding and application of User Centred functional and aesthetic requirements as part of a design in response to the developed brief, including consideration of patterns of use and different user requirements	Your work demonstrates that you have developed a complex understanding of context and can explain and respond to patterns of use and the needs of different users, and then translate that into an effective design plan for your project.	Your work demonstrates that you have developed an in depth understanding of context and can respond to patterns of use and the needs of different users, and then translate that into an effective design plan for your project.	Your work demonstrates that you have developed an understanding of context and can respond to patterns of use and the needs of different users, as demonstrated in your project.	Your work demonstrates that you have an understanding of the needs of different users.
LO6 Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate, consistent, relevant and creative graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to appropriately communicate design process, design intent, design solutions, design reflection and analysis	Show an ability to communicate the design story in presentation sheets

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

General Submission Requirements

All work should be submitted in hard copy to the Course Convenor following presentations on the due date. You must also submit an electronic copy of all your work via the electronic dropbox for this course which is accessible through the learning@griffith site for this course. Please note, these are only accessible through the QCA computers, if you are unable to submit electronically prior to the class, please email the Convenor, Dr Samuel Canning s.canning@griffith.edu.au Students must use cover sheets and ensure they sign the included declaration and give permission for the work to be kept and used as an exemplar.

Submissions are deemed late if not handed to the Course Convenor, handed to the Design Administrator at the Design Office reception desk. Late submissions should be submitted as soon as possible to minimise cumulative penalties. If not originally prepared as electronic documents, these items should be scanned or photographed prior to submission.

Feedback and marks

Marks and feedback will be uploaded to the Mark Centre within two to three weeks of the assessments being submitted unless there is an unforeseen delay in which case students will be notified of the delay via an announcement through learning@griffith. 'My Marks - Learning@Griffith' There will be a rubric that will show your strengths and areas that need improvement, plus feedback comments and marks.

Extensions

For extension requests on submission dates for assessment items less than 5 working days, students must email the Course Convenor prior to the due date. Your extension request will be recorded.

Requests for extensions greater than 5 working days must be made in writing and submitted to the Course Convenor prior to the due date. Verification of incapacity must be provided by a doctor, counsellor, or work supervisor. A copy of the extension request should be supplied with the assessment item when it is submitted. Students may apply for an extension if they are unable to submit an assessment item by the due date on the grounds of illness, accident, disability, bereavement or other compassionate circumstances. In the first instance, students should contact the Convenor Dr Sam Canning on s.canning@griffith.edu.au. Students can then (on advice) obtain an Application for Extension form from their Department Administration Officer or Course Convenor. Please note that this form is not to be used for extensions for examinations. In this case students should obtain an Application for Deferred Examination from the Griffith University website or from Student Administration.

Penalties

Standard QCA rules apply to the submission of assessment items, deadlines, plagiarism, attendance at scheduled activities, late submissions, re submissions and concluding critiques. Should an extension be required for whatever reason it should be requested as soon as practical

Resubmissions

Supplementary assessment is not available in this course. However, students who receive an unsuccessful mark in any assignment may resubmit that assignment within one week of the 'hand back' date. The maximum mark that can be awarded for a resubmission is a Pass (50%).

Students applying for special consideration on medical grounds must submit the Griffith University Student Medical Certificate, completed by a registered medical or dental practitioner stating the following:

1. The date on which the practitioner examined the student
2. The severity and duration of the complaint
3. The practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item

Where it is not practicable for the student to submit a Griffith University Student Medical Certificate, a certificate from a registered medical or dental practitioner may be accepted, provided that the certificate is an original copy and that the certificate contains information equivalent to that contained in the Griffith University Student Medical Certificate.

A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in 1, 2, and 3 above is included.

Students applying for Special Consideration on other grounds must submit suitable documentary evidence, such as a bereavement notice, letter from employer, practitioner or professional, statutory declaration, copy of accident report, etc.

Attendance

This course is a practice based course and builds on in class activities. Although supporting material will be provided in the Course Content folder of Learning @ Griffith for this course, it is a face to face learning experience.

Students need to attend a minimum of 80% of lectures/studio sessions to have completed enough of the studio learning to be eligible for assessment. A register will be taken each week.

It is the student's responsibility to sign the register each week.

Health and Safety Considerations

Please wear covered shoes (trainers etc) to protect your feet and although the equipment is digital rather than traditional workshop based, there will be heated elements, lasers etc so a sensible approach to appropriate dressing and hair management is required. Risk assessments have been compiled on most equipment and safety data sheets are available for most equipment. If you do not feel confident operating or using any

equipment, seek assistance from relevant lecturing staff or the technical officers. Health and safety information and data sheets should be sought from suppliers you purchase materials from.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

QCA Queensland College of Art

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

This course involves working in studio activity spaces, using full size studio modelling, small scale modelling, digital cutting and drawing and research activities. There will also be library resourced activities.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Develop designs based on a design intent targeted to a specific market
- 2 Describe a 3D design using product design practice sketch perspectives and orthographic projections
- 3 Use professional studio model making techniques in constructing communication and presentation models
- 4 Clearly document design process from beginning to end demonstrating divergent research, ideation and progression and development of ideas progressing throughout the project.
- 5 Development of User Centred functional and aesthetic requirements as part of a design in response to the developed brief, including consideration of patterns of use and different user requirements
- 6 Use appropriate graphic and language skills to effectively communicate design process, design intent, design solutions, design reflection and analysis

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Drawing for designers (Studio)	●	●				
Analysing product (Studio)	●	●				
Ergonomic testing (Studio)			●		●	
Design communication (Studio)					●	●
Experience Mapping (Lecture)	●	●	●			●
Assessment Item 1 Submission (Assessment)	●		●		●	
Activity tracking (Studio)			●		●	
The Castle (Studio)	●		●		●	

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Refining forms (Studio)			•			•
Design documentation (Studio)		•				•
Final detailing (Studio)	•	•	•		•	•
Assessment Item 2 Submission (Assessment)						

ASSESSMENT TASKS

Tactile Object	•	•	•	•	•	•
Sketching Journal		•				•
Assessment 2	•	•	•	•	•	•

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments			