

4.4.4.2 Section B: Producing a design brief and specification (10 marks)

Based on conclusions from their investigations students will outline design possibilities by producing a design brief and design specification. Students should review both throughout the project.

Mark band	Description
9–10	Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected.
	Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.

Student guide - Writing a Design Context and Brief

Introduction- Have you:

- Fully explained and justified why you are ready to write a design brief and specification and why you need these.

Design Context / Challenge – have you:

- Written a detailed description of the context you are working within (using your research to guide this).
- Included information given to you specifically by the client about what they do or experience in relation to your context and any problems or challenges they have identified (think of this as an introduction to the area relating to your context that you will explore in this project)
- *Exemplar response: I will be designing a product which will suit being used in an outdoor situation. My client has indicated that they currently spend a lot of time outdoors in their garden and they enjoy socialising, gardening, entertaining and dining in this space. They also have hobbies which take them outdoors such as hiking and dog walking. My client indicated that they do have challenges with walking for prolonged periods of time without break, entertaining their teenage children in the garden so that the family can spend time together and carrying gardening tools around the garden safely / efficiently.*

Key vocabulary:

- **Context** – Circumstances, background or environment in which the product and user will exist.
- **Brief** – Specifies the details of the design project (usually using **who, what, where, when, why, how** as a guide).

Design Brief – Have you:

- Used WWWWWH to explain your intentions for your project. This should narrow down the initial context without being too restrictive. (At this point you do not want to define exactly what you will make e.g. *I will make a garden chair which has a fold out table to allow my client to dine outdoors. The chair will be foldable and include fabric cushions to aid comfort.* You are still at a point in your project where the product possibilities are very open, you are just starting to give your project more direction and focus.)
- Included the needs and wants of your client, as given in the client interview.
- Used your previous research to guide what you have written.
- *Partial Example: I will be designing and prototyping a product for Jane, she is a mum of 2 who spends time outdoors but would like to enhance her time spent outside. I will make a product which will allow Jane to entertain and dine with her friends and family outdoors, she told me this is part of her life she enjoys but would like to improve the quality of. The product I create will allow my client to use her outdoor space for efficiently as she only has a small garden, without compromising on comfort or enjoyment. My client expressed an interest in products themes around nature, I will therefore create a product which is inspired by this theme and looks to use natural materials, where possible. I will create a product which can be used and stored outdoors in a variety of weather conditions, including high temperatures and rain, my client lives in the UK so all weather conditions should be considered. The product should cost no more than £250, my client is willing to invest in a statement product if it satisfies many of her needs and is of a high quality.*

Possible extra ideas for inclusion:

- You have added additional relevant criteria outside of WWWWWH.

Student guide - Writing a Specification

Specification – have you:

- Written detailed design criteria that is specific but not restrictive *e.g. stating your product will cost £20 would be too restrictive at this stage as you do not know what you are designing but stating it will have a maximum cost of £50 for example is much more achievable.*
- Written criteria considering ACCESSFMM, ergonomics, maintenance and life span.
- Missed out boxes where you are not able to give specific responses at this stage *e.g. size (you do not know what you are designing so how could you give functional size restrictions? You can't!)*
- Justified each statement you have made in your criteria
- Linked each criteria to a previous page of research (where did you find this out).
- Described how you would be able to test this at the end of your project *e.g. client feedback.*

Key vocabulary:

- **Specification** – A detailed document that explains exact criteria a product should meet.
- **ACCESSFMM** stands for **A**esthetics, **C**ost, **C**ustomer, **E**nvironment, **S**ize, **S**afety, **F**unction, **M**aterials, **M**anufacture.

- Used codes to identify each specification point (*shown in orange*).

Focus	Specification Point	Justification / Link to clients needs	Link to research	Testing
Aesthetics	A1 The product must have a modern style with a simplistic design, no additional fussy details.	My client likes a modern style such as products by Philippe Starke, they enjoy simplistic, sleek and futuristic products.	Client Interview & Mood board	I will show my client my designs to gain their subjective feedback
	A2 The product must fit with the living room of my client.			
Cost	C1 The product must cost no more than £150, the client will only spend more than this if it incorporates multiple functions			

Questions you could use to guide your specification are given on the next page.

Possible extra ideas for inclusion:

- You have added additional relevant criteria outside of ACCESSFMM, ergonomics, life span and maintenance.
- You have added an overall summary of the key things you will need to consider when you being designing.

Parent guide – Writing a Design Brief and Specification

Introduction to this page

The Design Context is used as an introduction to the brief. It outlines the environment in which the product will exist and gives additional information about the overall needs and wants of the user.

The Design Brief explains the intentions for the project in more detail, narrowing down the initial contexts given to an aspect of this students will explore and what they hope to achieve by the end of the project.

In the previous specifications of this course, students would have started their project by being given a Design Context and Brief. Being asked to write their own can be challenging but is also an exciting opportunity for students to tailor their project to their interests and what excites them as a designer.

The Specification is a set of rules or criteria which students must use to guide them when designing. They will review their design ideas and prototypes against these throughout the project. The criteria they write should be based on the research they have completed and reflects their client's needs and wants.

How can you support your child at home?

Look over your child's page:

- Is work written in detailed sentences using subject specific vocabulary e.g. aesthetic not appearance?
- Do all areas of the context, brief and specification link directly to their client's needs and wants?
- Is the content based on research carried out so far in the project?
- Is everything specific and relevant?
- Is the Design Context an introduction that gives an overview to the area of the context that will be explored and some of the potential issues or challenges within the context?
- Has the Design Brief used WWWWWH to fully explain the task they will undertake?
- Are the specification points specific without being restrictive and can the specification points be reviewed in a measureable way e.g. they are not subjective.

Read over their work and discuss what they have written, could you help them to add anything they are able to discuss but haven't captured in their written work.

Could you encourage them to add in the extra ideas for inclusion (in green) to help them gain more marks.