

## Programme Specification

### BA (Hons) 3D Designer Maker

*(An undergraduate award within the 3D Design Programme)*

**Date of Publication to Students: September 2013**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [www.bcu.ac.uk/biad](http://www.bcu.ac.uk/biad), (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	Birmingham City University
<b>Teaching Institution:</b>	Birmingham Institute of Art & Design (BIAD) Birmingham City University
<b>Interim Awards and Final Award:</b>	Level 4 - Certificate of Higher Education (120 Credits) Level 5 - Diploma of Higher Education (240 Credits) Level 6 - Bachelor of Arts (300 credits) - Bachelor of Arts Honours Degree (360 Credits)
<b>Programme Title:</b>	BA (Hons) 3D Designer Maker <i>(An award within the 3D Design undergraduate programme of awards)</i>
<b>Main fields of Study:</b>	3D Design; Designer Maker with opportunities to explore any interdisciplinary design options within 3D Design
<b>Modes of Study:</b>	Full Time
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	W200 BA (Hons) 3D Designer Maker
<b>JACS Code:</b>	W200 / W700 - BA (Hons) 3D Designer Maker

#### Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- QAA Art & Design Subject Benchmarks: Quality Assurance Agency (QAA) Benchmark 238/08 / Art & Design (2008) / Quality Assurance Agency (QAA) Benchmark 239/08: History of Art & Design (2008)
- The University Learning and Teaching Strategy
- University Level information including the mission statement

## **Programme Philosophy and Rationale**

This award provides students with the opportunity to explore haptic approaches to materials and craft techniques as well as digital technologies in a contemporary context. By choosing the 3D Designer Maker routeway students have the opportunity to examine the processes and complexities of making and designing. Material possibilities and capabilities are harnessed and challenged in order to enable students to explore design as authors of their own artefacts. Students will engage with the process of designing and developing small scale batch production and innovative bespoke pieces. This award provides students with an opportunity to research and explore both traditional and state of the art manufacturing skills both in house with opportunities to source external providers as part of the educational experience.

The award introduces students to the process of designing and developing crafted products in a range of traditional and contemporary materials. Through this material and process investigation, experiential learning is encouraged via the 'making process'. Hands-on experimentation allows students to develop both functional and decorative artefacts creatively, responding to the requirements of 'scales of production' for an individual or collaborative designer maker. Digital and new technologies are also considered and underpin the designer-makers' creative response in a technology driven world.

### **Distinctive Features of the BA (Hons) 3D Designer Maker Award**

By studying the BA (Hons) 3D Designer Marker award within the 3Dimensional Design Programme students are equipped with the knowledge in understanding how creative and effective design can enrich human experience and human environment. Students will be provided with the ability to use analytical skills in understanding the impact of design from the past and how this can influence the future of design. This award provides a vocational emphasis on how students can use creative, analytical, intellectual and expressive communication skills enabling these attributes to flourish via a structured, supportive learning environment. Students have the opportunity to achieve this by using specialist design communication language within three dimensional design pathways. Throughout the programme and the various levels students are encouraged to build upon the understanding of the importance of being socially and culturally aware as a designer, maker. Students will also be encouraged to explore creative process whilst studying human needs and desires in a consumerist society by pushing the boundaries of design through innovation and exploration of materiality.

The programme aims to provide an educational experience whereby the interconnections between design specialities are exploited to compliment the dynamics of the modern design profession, embedding entrepreneurial ambition as part of this process. The methodology of the programme throughout each level, aims to extend the full potential of students by encouraging you to take responsibility and ownership of your learning process. Personal attributes and professional awareness are developed through a programme that progresses from introducing the principle concepts of design methodology – both aesthetically and in terms of constructed reality, combined with the means and modes by which such creative and commercial pursuits can be communicated. Awareness of the diversity of Design and related fields, combined with experience of both individual and collaborative working practices will develop confident graduates who are enabled to creatively contribute to the future of design practice in the commercial context. In order to achieve this students are supported through lectures, studio, workshop based activity, with expertise provided by experienced academics and practitioners, alongside the support of skilled technicians.

By engaging with practitioners through studio based teaching and live project engagement throughout the year groups, students have the opportunity to understand a range of specialist techniques and gain a sound professional awareness. The diverse nature of disciplines within Multidisciplinary design can also be explored through collaborative opportunities throughout

the 3D Design programme enhancing student employability opportunities.

**The aims of the programme are to provide learners with:**

- A learning experience that progresses from a broad-based diagnostic Three Dimensional Design experience to hone and develop professional specialist aptitudes and attitudes.
- Opportunities to develop, apply and synthesise the design skills needed to initiate creative concepts and progress ideas to effective conclusions that respond to change in cultural and commercial needs expressed through lifestyles, work patterns and leisure pursuits.
- An understanding of contemporary cultural, social, commercial, economic, and historic design contexts relevant to the study and practice within 3D Design including environmental and sustainable related issues.
- The ability to communicate design concepts using a range of techniques, but furthermore in a manner which emphasises high-standard professional practice, using the most appropriate media in communicating design concepts.
- An understanding and ability to link the conceptuality of design with the physicality of materials and construction techniques.
- Generic, subject specific, contextual, enriching, and transferable knowledge skills and understanding to enhance employability.
- The means to research, analyse, evaluate and synthesise information.
- Personal study skills including the ability to manage independent and collaborative learning.
- Visual, spoken and written presentation skills.
- An awareness of and the means to progress to professional practice and further study.

## **Intended learning outcomes and the means by which they are achieved and demonstrated:**

### **Programme Learning Outcomes**

#### **1. Knowledge and understanding**

- Research, source appropriate materials, record and utilise information.
- Articulate ideas in a variety of forms and situations.
- Respond to commercial and external issues relating to the brief.
- Demonstrate appropriate and relevant knowledge and understanding.
- Manage the process between intention, outcome, and the means to communicate

#### **2. Intellectual Skills**

- Analyse and evaluate information, materials and research findings.
- Generate ideas and concepts in response to set or self initiated briefs.
- Evaluate and appraise the quality of your design/ technical solutions.
- Demonstrate critical awareness and articulate reasoned arguments.

#### **3. Practical Skills**

- Create appropriate design and technical solutions and final outcomes
- Experiment, and develop creative and practical solutions in order to produce material outcomes
- Utilise information, knowledge, materials and appropriate techniques effectively
- Apply professional and appropriate standards in the presentation of your work
- Generate creative concepts in a range of settings in a response to briefs or self initiated activity

#### **4. Key / transferable skills**

- Plan and manage your own time efficiently
- Interact effectively with others through collaboration, collective endeavour and negotiation
- Work within the constraints of ambiguity, uncertainty and unfamiliarity
- Apply resourcefulness and entrepreneurial skills

### **Learning teaching, and assessment methods used**

- Group teaching of practical skills, model-making, design drawing, construction, CAD / Computer Imaging, Workshop Practice, Prototyping
  - Action Learning Sets / Studio Consultancy Groups
  - Forum & electronic tutorials
  - Small group tutorials on design and research projects
  - Individual tutorials
  - Individual & Group Seminar Presentations
  - Group Critiques & individual feedback sessions
  - Whole Group Lectures regarding Design Research, Critical Analysis and Design Application
  - Group seminars in research, design and theory elements.
  - Peer evaluation
  - Coursework assessment
  - Online Moodle contributions to engage critical thinking, discourse & discussion
  - Online module submissions
  - Project Management Evaluation
  - Self-appraisal & assessment
  - Online critical analysis to assess knowledge and understanding
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- Presentations in a variety of 2D & 3D forms – physical & digital, displays and exhibitions of work, power point/ digital presentations, oral and written presentations
  - Shared knowledge acquisition process across all subject specialisms with individual (specialist) briefs determined for each pathway and core module
  - Where appropriate integrated learning environment across multiple design disciplines

## Programme structure and requirements, levels, modules, credits and awards

**BA (Hons) 3D Designer Maker is one of the 5 awards within the 3D Design Programme of Awards. The following structural diagrams provides an outline of the years, modules, programme structure and module matrix relating to all awards within the 3D Design Programme of Awards**

Module leaders are responsible for arranging core content and assessment methodologies. Specialist tutors and mentors are brought in at specific points to facilitate in shared lecture experiences and delivery of specialist content with lead discipline staff. This ensures that students work within a rich hive of multidisciplinary learning activities, but still engage with the core specialist nature of their pathway and associated skills.

### Level 4

BA (Hons) Product Design, BA (Hons) Interior Design,  
BA (Hons) Furniture and Lifestyle Products, BA (Hons) 3D Designer Maker

#### TERM 1

##### **Skills Building Combined Modules**

DES4001 Design Methods and Visualisation

30 credits

DES4002 Design Evolution

15 credits

##### **Specialist Modules (with some common lecture content)**

BA (Hons) Product Design, BA (Hons) Interior Design,  
BA (Hons) Furniture and Lifestyle Products, BA (Hons) 3D Designer Maker

#### TERM 2

DES4006 Material Technologies

15 credits

DES4004 Form, Function and Feeling

30 credits

#### TERM 3

DES4005 Global Trends

15 credits

DES4003 Design Roots

15 credits

#### **Certificate of Higher Education (120 credits)**

*(confirmation of routeway choice within 3D Design Programme)*

### Level 5

BA (Hons) Product Design, BA (Hons) Interior Design,  
BA (Hons) Furniture and Lifestyle Products, BA (Hons) 3D Designer Maker

#### TERM 1

DES5004 Design Principles and Processes

30 credits

#### TERM 2

DES5005 Design Communication

30 credits

DES5014 User Needs and Professional Experience (Option 1 or 2) 30 credits <b>(Multidisciplinary Collaborative Opportunity)</b>
<b>TERM 3</b> DES5002 Design Ethics 30 credits

**Diploma of Higher Education (240 credits)**

*(Selection point for students wishing to opt for the BA (Hons) Design Management routeway at Level 6)*

**Level 6**

BA (Hons) Product Design, BA (Hons) Interior Design, BA (Hons) Furniture and Lifestyle Products, BA (Hons) 3D Designer Maker or BA (Hons) Design Management

<b>TERM 1</b> DES6001 Competition and Collaboration 30 credits <b>(Multidisciplinary Collaborative Opportunity)</b>	
<b>TERM 2</b> DES6002 Signature Project (Contextual Research & Analysis) 30 credits	<b>TERM 2 &amp; 3</b> DES6003 Signature Project (Development and Realisation) 60 credits

**Honours Degree (360 credits)**

**EXIT AWARDS**

BA (Hons) Product Design  
BA (Hons) Interior Design  
BA (Hons) Furniture and Lifestyle Products  
BA (Hons) 3D Designer Maker  
BA (Hons) Design Management

**The following information outlines modules by level, credit value and provides an overview of content. More information can be found in the Module Specification booklet.**

<b>3D Design Programme - Level 4</b>		
<b>BA (Hons) 3D Designer Maker</b>		
<b>Module Title</b>	<b>Credit Value</b>	<b>Content</b>
DES4001 <b>Design Methods and Visualisation</b>	<b>30</b>	This module is an introduction to visual communication methods. Students are introduced to fundamentals of 2D and 3D skills through material techniques, process and technologies through studio and workshop set tasks and assignments. Students are encouraged to explore a range of creative

		approaches through experimentation and exploration. This module also provides an opportunity to explore cultural, aesthetic and analytical approaches and creative process through field trips and sketchbook/visual journals.
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DES4002 <b>Design Evolution</b>	<b>15</b>	Students are provided with an opportunity to understand how the Evolution of Design has been shaped by Design Movements and key events in history. Through lectures, studio workshops and tutorial students work towards Group presentations and an individual essay submission.
DES4006 <b>Material Technologies</b>	<b>15</b>	Through lectures, workshop and studio activity this module enables students to explore materials, finishes, process and assembly methods in order to make an informed choice as a design. Students will be set both practical and theoretical tasks.
DES4004 <b>Form, Function and Feeling</b>	<b>30</b>	This is a design and make module centred around an understanding of human need and the important consideration to environments/ product for human use. The module allows students an opportunity to understand the balance between human desire and human need through appraisal of case precedents and design outcome using appropriate 2D and 3D design communication methods.
DES4003 <b>Design Roots</b>	<b>15</b>	This module introduces students to a range of design disciplines and helps provide an understanding of multidisciplinary design practice in the workplace. Through lectures and specialist associated tasks this module provides an opportunity to develop an appreciation of interdisciplinary design through exploration of theoretical and practical tasks.
DES4005 <b>Global Trends</b>	<b>15</b>	Through lectures and group and individual task students are introduced to key theories, trends and influential factors that have shaped design on a global scale. The final module outcome includes a literature review focusing on key resources relating either global trends within a specific design specialism or in multidisciplinary design practice. This is followed by an editorial piece concentrating both on global issues and presentation skills
<b>Students confirm their pathway options prior to the summer vacation</b>		

3D Design Programme - Level 5		
BA (Hons) 3D Designer Maker		
Module Title	Credit Value	Content
DES5004 <b>Design Principles and Process</b>	30	Advanced skills and exploration into design principles and process related to specialist pathways. Students will be set key design tasks relating to a final project outcome. This will include an academic descriptive report. Specific practical outcomes will be determined by module leaders.
DES5005 <b>Design Communication</b>	30	This module focuses on improving understanding of design communication methods relating to specialist CAD software and industry practice methods. Careers Research and Employability issues are presented through lectures and workshop activities. Students then concentrate on improving presentation skills of previous work and are given an opportunity to apply for a specific job from a range of related specialist fields. This culminates in the presentation of a portfolio at a mock interview. Students are provided with an opportunity to be filmed during the interview process. PDP is encouraged throughout this module
DES5014 <b>User Needs and Professional Experience</b>	30	<p><b>OPTION 1:</b> Students will have the opportunity to work in collaboration with industry on a live project focussing on the user Needs and Experience of using a space or object. Students are also asked to submit a comparative report based on their research findings at an interim assessment point.</p> <p><b>OPTION 2:</b> Students have the option to find a work placement for the duration of this module. The placement could be in a specific or interdisciplinary 3 Dimensional Field. This will culminate in the student submitting a written report about their experience and a presentation to their peer group on return. Employers will also be invited to comment.</p>
DES5002 <b>Design Ethics</b>	30	The final L5 module provides students with an opportunity to explore the importance of ethical and environmental design. A practical outcome is required either space or object supported by evidence of a thorough presentation pitch to include research findings and analysis of data, case precedents, user needs and project outcome.
<b>L5-L6 Link Summer Project</b> <b>Any student wishing to select the BA (Hons) Design Management pathway at L6 will</b>		

**need to confirm before the summer vacation**

### **3D Design Programme - Level 6**

#### **BA (Hons) 3D Designer Maker**

<b>Module Title</b>	<b>Credit Value</b>	<b>Content</b>
DES6001 <b>Competition and Collaboration</b>	30	All students will participate in a competition and / or a live collaborative project. The module provides students with opportunities to understand how to successfully manage a project within a professional context. The module is supported through lecture and workshop based activity and may involve site visits and client/ sponsor input and briefing and final outcome phase.
DES6002 <b>Signature Project (Contextual Research and Analysis)</b>	30	Having identified a design issue in relation to a specific topic within a particular specialism, students are supported in their understanding of how to use and critically research, methods by which to support their findings in developing their proposed Signature Projects. This will include presentation of preparatory and summative research findings relating to a specific design related issue.
DES6003 <b>Signature Project (Development and Realisation)</b>	60	This module is the final transition between design theory and design practice. Using the basis of the research findings of the previous module students, through independent and specific practitioner guidance, produce a module outcome that demonstrates an understanding of both academic and industry based practice. Elements included in the final outcome include research into costing, manufacture and an understanding of materiality, user need, and human interaction of the space or object. This culminates in presenting a body of work fit for scrutiny by academic and industry based practitioners.

#### **Support for Learning including Personal Development Planning (PDP)**

**Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:**

PDP commences at the interview process, pre-enrolment and works on an object-orientated, career focused system throughout all 3 years of the programme, where students are encouraged to reflect and use self-evaluation as a tool to forward plan and identify new opportunities.

- Whilst a personal system, PDP will be used to assist students developing their Portfolio, CV and Presentation skills, as well as self- evaluation / goal setting.

- Physical PDP portfolios and an online digital PDP system will be used to connect student PDPs, work and goals in an up-dateable way
- Students are introduced to the process pre-induction via a summer project, with PDP formally introduced as in the induction week
- In Level 4 (first year) students are introduced to the principles of PDP, through online platforms such as Moodle, and how this integrates with their learning, aims and student activities. Students will self-evaluate at each module using a given form, recording activities through online systems
- In Level 5 (year 2) students are refreshed of the principles of PDP at the start of the year, with the same self-evaluation method occurring at the start of each module.
- Level 5 PDP portfolios are reviewed formally at the end of each module
- Level 6 (year 3) continue portfolio development, engaging PDP portfolio activities with individual tutorial sessions during the academic year in preparing students for employment / further career directions.
- The potential for students from different levels to be integrated at certain points to illustrate presentation methods, and either be exposed / reflect on direction of progress – there is a particularly opportunity where Level 6 students present final concept work to Level 4
- All students undertake self-assessment / appraisal and goal setting prior to the start of a module / brief
- Online journals and reflective activity incorporated as formative elements in module activity
- Group critiques, and/or individual written feedback are given at each assessment point, plus online & digital feedback via forums is an option
- All students are made aware of the support mechanisms available via Student Services for dyslexia/ disability support, language services, etc.
- Each module has multiple points of support: Module Leader; Support Tutors, Discipline Specialist and Programme Director
- PDPs are reviewed formally with students at regular intervals to encourage the development of relevant components – CV, Portfolio, Presentation Skills, and ensure that these are updated to reflect the achievements.
- PDP activity culminates in L6 with students consolidating their experiences at L4 and L5 and utilising self directed study through the confidence gained through self evaluation.
- Specialist tutors provide specific guidance is provided to ensure students fulfil their full potential in pursuit of their individual goals

### **Criteria for admission**

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

280 UCAS points plus an aptitude for design & relevant design discipline applied for which is evaluated on the basis of:

- Interview
- Portfolio presentation
- Academic achievement (A levels and/ or Foundation Year; BTEC National Diploma in relevant subject areas)
- APEL where appropriate for mature or transfer students
- Students with exceptional ability but without formal qualifications will be considered at the discretion of the admissions tutors.
- International students and UK/ EU students will be offered the opportunity to send an e-portfolio if they are unable to attend an interview
- Achievement of a Merit level at Advanced GNVQ in a relevant subject

- DMM profile at BTEC National Diploma level in a Design related subject

### **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

The programme undertakes a process of continual assessment in the commitment to maintain high-levels of quality within the course structure, and to ensure that the academic standards are maintained throughout. Methods of reflecting & engaging with student views include via:

- Online Forums using Moodle
- Student Surveys
- Student Module Evaluations for each module
- Learning Sets
- Student Forums attended by all students, facilitated by student representatives
- Boards of Studies attended by Academics, Technical Demonstrators, Technicians and Student representatives from all levels
- School Academic Monitoring Committee
- Faculty Academic Standards and Quality Enhancement Committee
- Student experience committee
- Twice Yearly External Examiner Visit and annual report
- Annual Course Report to include Module and Course statistics
- Institute Board

The evaluation of the course is a holistic process, managed at both a local (course) level, continuing through to Senior and Upper Management as part of the Faculty and University structure. The aim is to involve students and staff in collectively maintaining the aims and expectations relating to the standards of the course, using the support of External Examiners to provide an independent perspective at both a mid-point in the academic year, and at the end of each academic year. Each section of the process is formally recorded, the reports of which are fed into the Annual Course Report, External Examiner's Report, and the report from the School Academic Monitoring Committee. The following diagram demonstrates the general process of quality/standards evaluation throughout an academic year, subsequent to engagement with students as detailed above:

