Programme Specification

BA (Hons) Product Design
(An undergraduate award within the 3D Design Programme)

Date of Publication to Students: September 2014

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, (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.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Faculty of Arts, Media and Design (ADM) Birmingham City University
Interim Awards and Final Award:	Level 4 - Certificate of Higher Education (120 Credits) Level 5 - Diploma of Higher Education (240 Credits) Level 6 - Bachelor of Arts Honours Degree (360 Credits)
Programme Title:	BA (Hons) Product Design *(An award within the 3D Design undergraduate programme of awards)*
Main fields of Study:	3D Design; Product Design with opportunities to explore and interdisciplinary design options within 3D Design
Modes of Study:	Full Time
Language of Study:	English
UCAS Code:	W243 BA (Hons) Product Design
JACS Code:	W240 BA (Hons) Product Design

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

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Programme philosophy and aims

The course within this programme of awards equips students with the knowledge to understand how creative and effective design can enrich human experience and human environment. The course encourages students to build upon their understanding of the importance of being socially and culturally aware as a designer, maker, yet still be

able to explore creative process and materiality. The range of courses within the 3D Design programme of undergraduate awards helps provide students with the ability to use analytical skills in understanding the impact of the past on the future of design. It provides opportunities for students to use a range of skills from expressive, intellectual, creative and analytical whilst using specialist design communication language within three dimensional design pathways.

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 professional awareness. The diverse nature of disciplines within Multidisciplinary design can also be explored through collaborative opportunities throughout the 3D Design programme enhancing employability opportunities.

Students on all pathways undertake the same modules. Contextual awareness is introduced at L4 as well as some common skills building tasks however specialist briefs and outcomes are provided specific to the selected pathway. L4 does however provide students with an opportunity to sample a brief from the specialist pathways within the programme of awards providing enrichment and a greater understanding of Multidisciplinary Design.

At L5 Design Communication is enhanced by specialist computer skills being delivered to specialist pathways. Web based portfolio skills are encouraged at this stage in preparation for employability engagement tasks. The professional experience module at L5 lends itself to students being able to explore potential transferrable skills within Multidisciplinary 3D Design opportunities. This is provided through Industry engagement through Live projects or students are supported to undertake work placement opportunities within 3D related professions. Throughout the programme students are provided with encouragement and direction culminating in final year students at L6 being able to feel empowered to take ownership of their own professional development by steering their own signature project direction within a 3D Design context. This ensures our graduates exit as confident multi skilled professionals and creative individuals able to compete yet make a difference to the future of design.

The aims of the programme are to provide learners with:

- A learning experience that progresses from a broad-based diagnostic design experience to the development of professional and specialist aptitudes and attitudes
- The ability to synthesise aesthetic, technical, and human factors to provide solutions to a variety of design problems using appropriate industrial conventions and processes
- 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 of design.
- An understanding and ability to link the conceptuality of design with the physicality of materials and construction techniques
- The ability to communicate design concepts using a range of techniques, but also in a manner which emphasises high-standard professional practice.
- The ability to combine the application of different media in communicating design concepts, ranging from traditional craft techniques to advanced technological practice
- Generic, subject specific, contextual, enriching, and transferable knowledge skills and understanding
- The means to research, analyse, evaluate and synthesise information
- Personal study skills including the ability to manage independent and collaborative learning
- The opportunity to pursue a complex project in a chosen field of study and practice with confidence, taking clear responsibility for working independently in the pursuit of challenging goals
- Confidence in the academic and commercial delivery of visual, spoken and written presentation language
- An awareness of and the means to progress to professional practice and further study.
- To help students enrolled on the programme to achieve a high level of transferrable skills to compete in a multidisciplinary workplace
- A learning experience and awareness within 3D Design specialisms
- To enhance the learning experience by engaging students with professional practitioners

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

Programme Learning Outcomes[1]

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
- 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

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[1] Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

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

BA (Hons) Product Design 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
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 HE (120 credits)

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
(Multidisciplinary Collaborative Opportunity)
TERM 3
DES5002 Design Ethics
30 credits

Diploma of HE (240 credits)

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

TERM 1   DES6001 Competition and Collaboration   30 credits   **(Multidisciplinary Collaborative Opportunity)**
TERM 2   DES6002 Signature Project (Contextual Research & Analysis)   30 credits   DES6003 Signature Project (Development and Realisation)   60 credits
TERM 3   DES6003 Signature Project (Development and Realisation)   60 credits

Honours Degree (360 credits)

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.

3D Design Programme - Level 4 BA (Hons) Product Design		
Module Title	**Credit Value**	**Content**
DES4001 **Design Methods and Visualisation**	30	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.
DES4002 **Design Evolution**	15	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 **Material Technologies**	15	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 **Form, Function and Feeling**	30	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 **Design Roots**	15	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.

Module Title	Credit Value	Content
DES4005 **Global Trends**	**15**	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
Students confirm their pathway options prior to the summer vacation		

3D Design Programme - Level 5 BA (Hons) Product Design		
Module Title	**Credit Value**	**Content**
DES5004 **Design Principles and Process**	**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 **Design Communication**	**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 **User Needs and Professional Experience**	**30**	**OPTION 1:** 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. **OPTION 2:** 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 Filed. 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.
DES5002 **Design Ethics**	**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.
L5-L6 Link Summer Project **Any student wishing to select the BA (Hons) Design Management pathway at L6 will need to confirm before the summer vacation**		

3D Design Programme - Level 6		
BA (Hons) Product Design		
Module Title	**Credit Value**	**Content**
DES6001 **Competition and Collaboration**	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 **Signature Project (Contextual Research and Analysis)**	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 **Signature Project (Development and Realisation)**	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.

Please Note:
The course is subject to an exemption from the Standard Undergraduate Assessment Regulations Version 5 (SUAR5) in the following area.

J 17.2 The Classification of Honours Awards:

The weighted average mark for the modules at Level 6 [only] will determine the classification for the award

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 an encouraged to reflect & use self-evaluation as a tool to forward plan & identify new opportunities.

- Whilst a personal system, PDP will be used to assist students developing their Portfolio, CV & Presentation skills, as well as self- evaluation / goal setting.
- Physical PDP portfolios & an online digital PDP system will be used to connect student PDP's, work & goals in an up-datable 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 & how this integrates with their learning, aims & 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, & 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 & goal setting prior to the start of a module / brief
- Online journals & 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 & Programme Director
- PDP's 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 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 committal 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:

Informal
- Online Forums using Moodle
- Tutorials
- Email / Discussion

Formal
- Student Surveys
- Student/Staff Module Evaluations
- Student Forums attended by all students, facilitated by Student Academic Leaders
- Programme Leader / Student Academic Leader Liaison Meeting
- Student Academic Board Meetings

Any issues taken raised taken to:
- Final Exam Boards
- Faculty Forums
- Senior Management
- School Academic Board
- Faculty Student Experience, Learning and Teaching Committee
- Faculty Academic Board
- Academic 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, and any issues will be forwarded to the appropriate body group as set out above