

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body Professional, Statutory or Regulatory Body (PSRB)	University of the Arts London (UAL)
Teaching Institution	Central Saint Martins
Final Award	BA (Hons) Product Design
Length of Course	Three years full time or four years with Optional Diploma in Professional Studies full time.
UCAS code	Institution code: U65 Course code: W240 Institution code name: UAL Short form of course: BA/PD
Date of production/revision	August 2017

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to:

- To provide a supportive learning environment in which you can become a self-aware and independent learner capable of utilising physical and digital making skills;
- To produce skilful and creatively adventurous graduates who are responsive and adaptable, resourceful and entrepreneurial, through the practice of design as a collaborative and participatory discipline;
- To equip you with the product design knowledge, intellectual and practical skills necessary to operate across multiple sectors of the design industry and enable your ability to transform as the industry transforms.

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

The outcomes that you will have demonstrated upon completion of the course, are:

Outcome:	Identify and explore pertinent material from multiple sources that are appropriate to a self-identified issue or externally set product design project. (MC Research; MC Analysis)
Outcome:	Critically analyse material to generate an agenda and direction for design activity in a self-identified or externally set project. (MC Research; MC Analysis)
Outcome:	Show knowledge of contemporary design precedents. (MC Subject Knowledge)
Outcome:	Structure and defend a complex argument in written, visual, and/or physical formats. (MC Subject Knowledge; MC Communication and Presentation)
Outcome:	Manage complex projects and navigate conflicting demands. (MC Analysis, MC Subject Knowledge)

Outcome:	Demonstrate creativity in the identification, framing and execution of a self-identified or externally set product design project. (MC Analysis; MC Experimentation)
Outcome:	Demonstrate professional levels of competence in the use of 2D and 3D hand-skills, computer aided design and model-making using analogue and digital techniques. (MC Technical Competence; MC Communication and Presentation)
Outcome:	Demonstrate a broad awareness of design business employability needs. (MC Subject Knowledge)
Outcome:	Consciously align yourself with professional activity beyond BAPD. (MC Subject Knowledge; MC Personal and Professional Development)
Outcome:	Manage your own learning, and work sensitively and productively with clients and colleagues. (MC Subject Knowledge; MC Personal and Professional Development)

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

The course delivers seminars, lectures, peer-to-peer forum groups, 1-2-1 lecturer tutorials, formative assessment sessions and summative assessment sessions. Teaching is conducted as design sprints utilising the combined experiences of lecturers and industry active (Hourly Paid Lecturers) in an intensive and topic specific group session. It also includes introductions to the use of technical equipment that enable the creation of physical products and prototypes. Typically, content is derived through:

- Unit and project briefings;
- Set and self-initiated project briefs;
- Inductions, lectures and seminars;

- Workshops;
- Client/live projects;
- Self and peer assessment;
- Guest speakers and Designer profile lecture series;
- Group discussions, reviews and critiques;
- Field trips, studio and site visits;
- Dissertation tutorials;
- Self-directed independent study

Using these teaching methods, you will learn that design is a community of practice; that it is a process not a thing; that it is about people now and in the future. Through a series of projects, you will learn the relevant skills, methods and techniques to develop a critical and reflective practice to adopt a strategic and proactive role within the profession of product design. The collaborative approach to product development includes industry-led projects where you are able to interact with a broad range of practices.

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. In each year you are expected to study for 1,200 hours over 30 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

Stage 1 – 35%

Stage 2 – 37%

Stage 3 – 20%

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

There are two forms of assessment:

Formative assessment takes place through critiques and Academic Tutorials. It is primarily intended to provide you with effective feedback and guidance on your development, helping you to learn more effectively.

Summative assessment is the summation of the assessment activity that has taken place during the Unit, and results in a recommended mark for your achievement. It is carried out by at least two members of staff, normally the tutors who have taught the unit you have studied. Summative assessment is used to determine whether you have satisfactorily achieved all learning outcomes of the unit and to judge the level at which you have achieved the Learning Outcomes i.e. the recommended letter grade.

Assessments are conducted across all stages with a similar pattern in each unit: one formative assessment point and one summative assessment. Additionally, formative feedback is offered throughout via tutorials.

Learning Outcomes are assessed using standard UAL Marking Criteria. These are applied to help you understand what you have accomplished, how any grade given was arrived at, and how you can improve your work in future.

Assessments are conducted by a combination of Stage Leaders and associate lecturers.

Assessment evidence through the course will consist of:

- In Unit 1: Group presentation; Research report; Skills portfolio;
- In Unit 2: Project presentations with supporting portfolio, skills and technical workshop exercises;
- In Unit 3: Visual journal; 1,500-word essay;
- In Unit 4: Design project; Cultural Mapping;

- In Unit 5: Project presentation with supporting project portfolio, skills and technical workshop;
- In Unit 6: A 10-minute presentation, with questions at a facilitated, conference-style event; Written and visual documentation (2,000 words), in support of your presentation;
- In Unit 7: Project presentations with supporting project portfolios, skills and technical workshop exercises;
- In Unit 8: Group presentation of book analysis and critique; 2,000 word essay relating to a key text and discourse; Creative portfolio package and a screen-based presentation;
- In Unit 9: Context and Rationale Paper of 5,000 words;
- In Unit 10: A presentation summarising your work from each of the four phases of the design process supported by a portfolio of development work and fully resolved self-initiated design proposal (2D, 3D 4D or a combination there of);
- In Unit 11: A presentation summarising your work from each of the four phases of the design process supported by a portfolio of development work, fully resolved design proposal and a completed appearance model (2D, 3D 4D or a combination there of)

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- FHEQ Level Descriptors (Levels 4, 5 and 6);
- University Strategy for Student Learning;
- External industry advice and guidance

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

The course is timetabled over three-years in full time mode, with the option to take the third year as a Diploma in Professional Studies, returning to conclude the final year of studies. It is organised into three Stages, which correspond to each of the three years. You are expected to be able to commit a total of 40 hours per week to your study, but not all of this will be in College.

The three Stages are comprised of eleven Units: four in each of Stages 1 and 2, and three in Stage 3, as follows:

Stage 1

- Unit 1: Product Design: Introduction to Study in Higher Education (20 credits);
- Unit 2: Introduction to Design Process Skills and Knowledge (40 credits);
- Unit 3: Contextual Studies: Tools and Ideas (20 credits);
- Unit 4: Creative Design in Practice (40 credits).

Stage 2

- Unit 5: Brand and Design (20 credits);
- Unit 6: Bigger Picture (20 credits);
- Unit 7: User Experience and Behaviours (40 credits);
- Unit 8: Critical Self Reflection: Inside, Outside, Next (40 credits).

Diploma in Professional Studies

- DPS option: (120 credits) 20 week placement between Stage 2 and 3.

Stage 3

- Unit 9: Context and Rationale Paper (20 credits);
- Unit 10: Self-Identified Project (60 credits);
- Unit 11: Client Project (40 credits).

Stage 1 starts by building your subject knowledge and skills, whilst introducing you to our method of working and integrates you within our *community of practice*. Through a series of projects, you focus on the acquisition and development of specific product design skills such as computing, 2D and 3D sketching, workshop skills in wood, metal, and plastics, knowledge of design for manufacture and intellectual skills such as semiotics. The year finishes with visits to London design studios to give you insights into the breadth of practices naming themselves product design.

Stage 2 extends your skills and locates you in professional contexts in part by engagement with projects often provided by industry. Here you also get a structured opportunity to consider and plan your future as a practitioner, and to take more responsibility for the initiation and management your own work. You will, for instance, be exploring the relationships between branding and product design, and how ideas from outside of the discipline can be used to explore and inform creative design responses.

Stage 3 Provides you with an extended opportunity to address your own agenda through written and design exploration. This is a great opportunity for you to bring together the creative, intellectual, entrepreneurial, and practical capacities you have developed in the previous two years and results in a product design outcome which is limited only by the time allocated and your own ambitions. The final year closes with a real-world scenario in which you are partnered with an external client to undertake a specific project. Nokia, Liberty, Habitat, Kodak, Proctor & Gamble, and Samsung have all been collaborators.

DPS Provides you the optional opportunity to secure an industrial placement (or series of placements) related to product design to be carried out over 20 weeks in an additional year between Stages 2 and 3. The course has three closely interrelated areas of study that are delivered through project work, lectures, seminars, workshops and assignments. These are: Design Studies, Technical Studies and Contextual Studies.

Design Studies

The ability to generate and translate ideas into resolved designs is crucial. Design Studies develops your creativity with design research, idea generation, human centred design and problem-solving, drawing and presentation techniques, sketch and finished model making, project management, and verbal presentation skills that you will need to develop and communicate your designs.

Technical Studies

With reference to industrial contexts of batch and mass-production, Technical Studies enables you to gain an understanding of materials and processes, manufacturing methods, 2D, 3D 4D CAD skills, visualisation and interaction design. It develops your ability to research and specify the components, materials, manufacturing processes, technologies appropriate for any product design project.

Contextual Studies

Contextual Studies examines some of the key historical, theoretical, and social contexts from which products acquire meaning and in which product design practice operates. Crucially in our programme, it is taught in-studio alongside Design Studies to introduce ideas and thinking from radically different disciplines to inform and energise design projects.

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

Royal recognition of design value: BA Product Design can trace its heritage back to 1937 and the launch of Design for Light Industries at the Central School of Arts & Crafts. The course is recognised nationally and internationally as being a leader in delivering undergraduate education in product design. In 2013 the Product and Industrial Design were awarded The Queens Award for Excellence in Higher and Further Education for its contribution to the creative economy in the UK and internationally recognised for the impact of alumni on the design industry.

Breadth of design potential: Context driven design process: Through an extensive programme of contextual studies BA Product Design applies intellectual development directly to design practice, helping to deliver students who are: strategic and contextually sensitive designers, design thinking practitioners and multidisciplinary attuned.

People before things: Objects and experience: Our user-centred design process focuses on people and behaviours of use to inform the design work. This

process focuses on both experience orientation and the design of objects and service design contexts. The shift in the design industry requires the integration of physical and digital tools, systemic thinking and rapid prototyping.

Digitality: The changing physicality of Products: As students enter our University with basic skills that embrace digital interactions and services, the course has instigated a series of projects to enable greater ability and familiarity with these tools. Through the alignment of CAD software, Creative software and physical computing facilities, our students are able to investigate the tools and techniques that will allow them to bridge the gap between the physical and digital products.

Diversity: Internationalisation of design: The international nature of the cohort and the cultural diversity of the regional students creates a rich learning environment. We are engaged in the Global Design Initiative with a number of international Universities (Musashino, LaSalle, KISD, and Shih Chien), that proactively considers the future of internationalised design education.

Kings Cross: the centre of the UK creative industries: Designers coalesce at the centre of all things creative and original; the established heart of the creative industries in the UK remains in London. Design businesses struggle to entice great designers away from the capital city, despite the financial constraints being in London places upon new talent. This highlights how important it is for our students to be in close proximity to the networking opportunities that a strong design community in London provides.

Value to external businesses: feeding the UK and London's creative drive: The course regularly works with industry. Industry projects can be restrained by hierarchy limiting the scope for discovery. By working with the University, industry gets access to innovative, visionary and provocative work. This can be high-risk within business, but through engagement with the University as an external resource, new opportunities are discovered.

Notable Networks: professional links: Our network and geographic location at the centre of the UK's creative industries allows us to attract an extensive range of external practitioners as lecturers, mentors and collaborators. This is exemplified by an extensive Designer Profile lecture series in which designers at varying stages of their careers, and operating in multiple modes and disciplinary categories, address the students on a weekly basis.

Preparation for employment: industry sponsored projects: On average BAPD works with 10 clients a year across all stages. They cover a wide range of design sectors, providing the students with insights and knowledge of professional

practice that enables them to align their skills and capabilities to the needs of a sector. These projects are always integrated into curriculum and students have direct contact with industrial contacts and social enterprises.

Proximity and shared disciplinary objectives to MA courses: As part of a wider Product Ceramic and Industrial Design programme, the BAPD course benefits from the physical proximity it has with MA Industrial Design and MA Design: Ceramics Furniture Jewellery. This is achieved through the ability of the students to share knowledge about their growth as designers, their coping strategies and the industry developments. With access to MA students, the BA students can identify their potential future career roles in industry or education. As the tutors across the BA and MA courses in PCID share space, communications about shared course issues (students, staff, facilities, communication strategies) are immediate and responsive.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

We are not only looking for applicants with a passion for product design, but also for people open to new ideas, to informed risk taking and to challenge, willing to involve themselves in the various different disciplines and practices of product design.

When you make your application (see Admissions Procedures below), you will also need to submit a mini portfolio via PebblePad.

The mini Portfolio should comprise photographs of your best work showing your sensitivity to three-dimensional design, your skills and thinking.

It should include:

- Sketching;
- Three-dimensional work including experimentation and development;

- Finished work accompanied by a short explanation of the piece and your thinking;
- Idea generation;
- Inspiration and research material.

Specifications

Maximum of 10 Images. You can create the images in any layout (For example: presentation boards) but they should be uploaded as jpeg images.

What happens next?

Following a review of your mini portfolio, you will either be invited to a telephone or video interview or your application will be rejected. If you are invited to an interview you will be asked to provide a full portfolio of up to 30 images (an additional 20 images to extend the original 10 of the mini-portfolio), to be uploaded to PebblePad.

Your portfolio should demonstrate the following:

- Design development, whether for a college project or in personal work, i.e. designs and design ideas that have originated through personal experience and visual research and progressed through logical stages to a finished design solution. This could be two-dimensional work or made objects;
- Evidence of 3-dimensional work, but not necessarily related to product design;
- The design work included should reflect creative thinking, initiative and personal commitment to a particular project;
- Good drawing and sketching skills.

We are interested in you as an individual, your personal interests, your creativity and initiative in finding out about your proposed area of study. We would also like to know about your favourite designers and artists, where you have seen their work at first hand and other ways in which you acquire information on the creative work and practitioners that interest you.

Interviews are conducted with up to two members of staff, and offers of places are made on the basis of selection criteria (below). Notes are kept in relation to decisions made following the interview process.

Selection criteria

Applicants are selected according to demonstration of potential and current ability to:

Work imaginatively and creatively in product and three dimensional design

- engage with experimentation and invention;
- show imagination and ambition in proposals for their work;

Demonstrate a range of skills and technical abilities

- demonstrated a high level of visual and 3 dimensional skill;
- provide evidence of intellectual enquiry within their work;
- demonstrate relevant research and reflect critically on their learning;
- demonstrate a passion for design and a fascination for the world around them;

Demonstrate cultural awareness and/or contextual framework of their work

- demonstrate an awareness of historical and contemporary product design practices;
- identify social and/or cultural influences on their work;

Articulate and communicate intentions clearly

- discuss their work in group situations;
- present their work appropriately and effectively;

Demonstrate commitment and motivation in relation to the subject and the course

- develop their own ideas and address project briefs;

- show willingness to collaborate;
- reflect their knowledge of this course;
- demonstrate a mature outlook and high self-motivation

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

Entry to this course is determined by the quality of the application, indicated primarily in your portfolio of work and written statements. Applicants are normally expected to have achieved, or be expected to achieve, the course entry requirements detailed below:

Passes at GCSE level in five subjects (grade C or above) including English Language, Mathematics and a double award at science, or two separate sciences such as Physics or Chemistry, and one other subject (Art & Design or Design Technology are recommended).

In addition to the requirement above, applicants must have achieved 120 UCAS Tariff 2017 points. Typically, this may be achieved by completion of either:

Foundation Diploma in Art and Design;

or.

Three GCE A levels, with one award at: one A, one B, one C (ABC);

or.

Other equivalent full level 3 qualifications at 120 Tariff 2017 points or above. This educational level may be demonstrated by possession of equivalent qualifications; e.g. International Baccalaureate or High School Diploma.

Applicants who do not meet these course entry requirements may still be considered if the course team judges the application demonstrates additional strengths and alternative evidence. This might be demonstrated by, for example: related academic or work experience; the quality of the personal statement; a strong academic or other professional reference; or a combination of these factors.

All classes are conducted in English. If English is not your first language you'll be asked to provide evidence of your English language ability at enrolment. The standard English Language requirement for entry is IELTS 6.0 with a minimum of 5.5 in any one paper, or equivalent.

For further information visit: <http://www.arts.ac.uk/study-at-ual/language-centre/language-requirements/>

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

See below

Stage 1 (HE Level 4)																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Unit 1: Product Design: Introduction to Study in Higher Education (20 Credits)					Unit 2: Introduction to Design Process Skills and Knowledge 40 credits															Unit 4: Creative Design in Practice (40 credits)											
					Unit 3:Contextual Studies: Tools and Ideas 20 credits																										
Stage 2 (HE Level 5)																															
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
Unit 5: Brand and Design (20 credits)						Unit 6: Bigger Picture (20 credits)				Unit 7: User Experience and Behaviours (40 credits)																					
										Unit 8: Critical Self Reflection: Inside, Outside, Next (40 credits)																					
Stage: DPS (HE Level 2)																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Diploma in Professional Studies Optional 20 Week Placement (120 Credits)																															
Stage 3 (HE Level 6)																															
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90		
Unit 9: Context and Rationale Paper (20 credits)																	Unit 11: Client Project (40 credits)										Degree Show build and exhibition (not assessed)				
Unit10: Self-Identified Project (60 credits)																															