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APPROVED

## BA (Hons) Product and Furniture Design

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	Chelsea College of Arts
<b>School</b>	University of the Arts London
<b>Programme</b>	Material and Spatial Practices
<b>Course AOS Code</b>	CHEBATDDF02
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Duration of Course</b>	3 years
<b>Valid From</b>	September 1st 2019
<b>QAA Subject Benchmark</b>	Art and Design
<b>Collaboration</b>	N/A
<b>UAL Subject Classification</b>	3D design and product design
<b>JACS Code</b>	W240 - Industrial/product design
<b>UCAS Code</b>	N/A
<b>PSRB</b>	N/A
<b>Work placement offered</b>	Yes
<b>Course Entry Requirements</b>	The standard minimum entry requirements for this course are:

	<ul style="list-style-type: none"> <li>• Pass at Foundation Diploma in Art and Design (Level 3 or 4)</li> <li>• 2 A Levels at grade C or above</li> <li>• Merit, Pass, Pass (MPP) at BTEC Extended Diploma</li> <li>• Pass at UAL Extended Diploma</li> <li>• Access to Higher Education Diploma</li> <li>• Or equivalent EU/International qualifications, such as International Baccalaureate Diploma</li> <li>• And 3 GCSE passes at grade 4 or above (grade A*-C)</li> </ul> <p>Entry to this course will also be determined by the quality of your application, looking primarily at your portfolio of work, personal statement and reference.</p> <p><b>APEL - Accreditation of Prior (Experiential) Learning</b></p> <p>Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Related academic or work experience</li> <li>• The quality of the personal statement</li> <li>• A strong academic or other professional reference</li> <li>• A combination of these factors</li> </ul> <p>Each application will be considered on its own merit but we cannot guarantee an offer in each case.</p> <p><b>English language requirements</b></p> <p>All classes are taught in English. If English isn't your first language you must provide evidence at enrolment of the following:</p> <ul style="list-style-type: none"> <li>• IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our <a href="#">English language requirements</a>)</li> </ul>
<b>Selection Criteria</b>	<p>We look for:</p> <ul style="list-style-type: none"> <li>• An ability to explore, articulate and develop ideas</li> </ul>

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|  | <ul style="list-style-type: none"><li>• An ability to research information and visual material to support your ideas</li><li>• Your portfolio to demonstrate a range of appropriate skills and technical abilities</li><li>• An ability to communicate your ideas visually, verbally and in writing</li><li>• An ability to self-direct and evaluate your own work</li></ul> |
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## Awards and Percentage of Scheduled Learning

### Year 1

<b>Percentage of Scheduled Learning</b>	<b>20</b>
<b>Awards</b>	<b>Credits</b>
Certificate of Higher Education (Exit Only)	120

### Year 2

<b>Percentage of Scheduled Learning</b>	<b>25</b>
<b>Awards</b>	<b>Credits</b>
Diploma of Higher Education (Exit Only)	240

### Year 3

<b>Percentage of Scheduled Learning</b>	<b>15</b>
<b>Awards</b>	<b>Credits</b>
Bachelor of Arts	360

## Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Offer you a distinctive, creative design education with an emphasis on making, innovation and social impact.
Aim	Help you develop as furniture and product designers equipped with technical competency, production knowledge and sensitivity to three-dimensional forms.
Aim	Enable you to develop both specialist material knowledge and its application to artefacts.
Aim	Equip you with knowledge of the changing contexts for furniture and product design, and enable you to develop as a creative professional with a personal vision.
Aim	Help you to become ethically and sustainably aware critical thinkers, able to adopt new robust practices through understanding and challenging existing design, production and consumption practices.
Aim	To prepare you to take enterprising approaches, adapt to new opportunities flexibly, to innovate and solve problems and develop intellectually through appropriate design research.
Aim	Support you to confidently collaborate, communicate, and develop professional networks in, through and by understanding the role of design thinking and your own practice.
Aim	To support you in active, ongoing research and practice, able to take part in social and cultural debates around design.
Aim	To help you to present and frame your practice to appropriate audiences in a range of social, commercial and cultural contexts.
Outcome	Develop a range of critical, creative, technical and professional skills relevant to employment in product design, furniture and related areas.
Outcome	Develop an understanding of key ethical, critical, technical and theoretical debates in the area of products and furniture design.
Outcome	Encourage experimentation and the creative use of new and existing technologies and materials to develop successful artefacts.

Outcome	Develop research and analysis skills that encourage both critical reflection, intellectual risk taking and the development of effective and appropriate communication methods.
Outcome	Encourage independent and critical thinking and develop useful transferable skills.
Outcome	Develop experience and knowledge of collaborative co-creative methodologies to stimulate new partnerships with stakeholders, audiences and Institutions both locally and globally.

<b>Distinctive Features</b>	
1	<p>Course Structure: using the common unit framework the block structure affords a sequential development of curriculum content and student growth. For example, each semester in level 4 and 5, a provisional design development and research based unit allows students to consider and test a number of alternatives and possibilities to be realised in the subsequent longer unit. This has been formulated to allow students to deeply engage with themes, process and possibilities and through experimentation and iteration to draw out well considered conclusions.</p> <p>Through the Unit 3: The Anthropology of the Object Year One students are introduced to qualitative ethnographic data analysis and data capture techniques to devise individual approaches to data interpretation and communication. In addition, the fine-grained study of object-human interaction supports the development of a range of material artefacts that support functions including practical, aesthetic and playful affordances. It is anticipated that these social science techniques will be adopted as a valuable addition to their approach to design projects throughout the course and future design career.</p>
2	<p>Designing for Interpretation: Year Two Students in Study block 6 and 7 work with course partners in the Heritage and Museum sector to develop new forms of interpretation. The project work is designed to function in a particular context, these designs and artefacts also consider creative interpretive experiences.</p> <p>Artefacts are designed to give an audience the opportunity engage as groups and individuals to encourage possibilities for creative transformation and interaction for interpretation. Design development also builds on ethnographic studies of social conventions in the museum, heritage and experience design sector. Additionally, projects will consider curatorial, community, diversity and access issues.</p>
3	<p>Designing for London: Year Two students work with course partners in public places to consider issues facing exterior contexts through the use of local materials, contexts and social concerns to communicate a sense place or to solve local issues, again the design approach considers both materiality and social interaction to develop artefacts. Additionally, Year One students have the opportunity to design and make furniture for local course community partners. This includes collaboration with partners to assess needs for design development and making. Follow up filming sessions evaluate situated outputs in use.</p>
4	<p>Material combinations and material specialisms: The course introduces students to ways of developing artefacts through a range of material workshops. There is an ongoing diagnostic process of individual material practices. Students as designers and makers use appropriate materials and processes for specific projects, often with regards to individual aptitudes, interests and skills. This flexible approach to materials use supports practice in a shifting landscape by encouraging an</p>

understanding of the agility and resilience required for the designer-maker approach to contemporary creative industries and audiences.



## Course Diagram

Level 4 – Year 1

BLOCK 1 [October-Feb]															BLOCK 2 [Feb-June]														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit 1: <b>Introduction to Product &amp; Furniture Design</b> (20 Credits)															Unit 3: <b>The Anthropology of the Object</b> (20 Credits)														
					Unit 2: <b>Product and Furniture Design Methods &amp; Processes</b> (40 Credits)															Unit 4: <b>Form, Function and Ornament</b> (40 Credits)									

Level 5 Year 2

BLOCK 3 [October-Feb]															BLOCK 4 [Feb-June]														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit 5: <b>Design Proposals I</b> (20 Credits)															Unit 7: <b>Design Proposals II</b> (20 Credits)														
					Unit 6: <b>Collaborative and Collective Practices</b> (40 Credits)															Unit 8: <b>Designer Maker II: Ecologies of Action</b> (40 Credits)									

### Optional award between Level 5 and 6

Diploma in Professional Studies (120 credits) / Diploma in Creative Computing (120 credits)

Level 6 Year 3 / 4

BLOCK 5 [October-Feb]															BLOCK 6 [Feb-June]														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit 9: <b>Critical &amp; Practice I: The Reflective Practitioner</b> (60 Credits)															Unit 10 <b>Critical Practice II</b> <b>Design Futures</b> (60 Credits)														

## Course Detail

BA Product and Furniture Design puts making at the centre of design production. This ensures you develop your practical skills. You will combine these with a critical and investigative approach to objects.

### What to expect

- To develop a flexible approach to materials and practice in a shifting landscape in order to develop an understanding of the agility and resilience required for the designer-maker approach to contemporary creative industries and audiences
- To study people's interaction with objects as well explore social science techniques to enable you to develop your work so that it might have practical, aesthetic or playful uses
- To work with our heritage and museum sector partners to design objects and explore ethnographic studies of social conventions in the museum, heritage and experience design sector. Additionally, projects will consider curatorial, community, diversity and access issues
- To develop an understanding of key ethical, critical, technical and theoretical debates in the area of product and furniture design
- In year one you will have the opportunity to design and make furniture
- In year two you will work in public places considering the use of local materials, contexts and social concerns to communicate a sense of place or to solve local issues
- To develop a range of critical, creative, technical and professional skills relevant to employment in product design, furniture and related areas
- To experiment with new and existing technologies and materials to develop successful products
- To develop research and analysis skills that encourage both critical reflection, intellectual risk taking and the development of effective and appropriate communication methods
- To develop experience and knowledge of collaborative co-creative methodologies to stimulate new partnerships with stakeholders, audiences and institutions both locally and globally
- To have access to Chelsea's shared workshops. View the [Chelsea facilities](#)

### Work experience and opportunities

You will have the opportunity to undertake work placements during the course. Previous organisations and designers have included The Natural History Museum, McCollin Bryan, Richard Fox, Studio Swine and Tatty Devine.

You will have the opportunity to study abroad in the second year of your degree as part of the college's Erasmus scheme.

### **Mode of study**

BA Product and Furniture Design is offered in full-time mode. It is divided into 3 stages over 3 academic years. Each stage consists of 30 teaching weeks. You will be expected to commit an average of 40 hours per week to your course, including teaching hours and independent study.

### **Course Units**

A short description of each unit and what you can expect.

#### **Year 1**

##### **Unit 1 - Introduction to BA Product and Furniture Design**

This unit is an introduction to your course, the college and the university.

##### **Unit 2 - Product and furniture design methods and processes**

This unit aims to establish a practice-based approach to the designing and making of objects.

- Have an introduction to the tools and techniques of making processes in wood, metal, plastic, ceramic, digital
- Develop your drawing and model making skills needed to process and communicate ideas.
- Begin to develop your own visual language through the practice and evaluation of research

##### **Unit 3 - The anthropology of the object**

This unit introduces you to the relationship between users, objects and environments.

- To consider how objects are constructed and how they support different kinds of user interaction

- To undertake detailed observations of people using objects in everyday contexts
- To explore and evaluate the existence, meanings and purposes of those objects, both in relation to the individual and larger social groups
- To develop and make a series of material prototypes that test use and user understanding

#### **Unit 4 - Form, function and ornament**

The aim of the unit is to investigate the relationship between your personal identity as a design practitioner and objects.

- To design and make a series of objects
- Your design development work will include 2D/3D visualisations, technical notes, sample materials tests, models, prototypes and finished objects
- To photograph the finished objects in context
- Produce a report on the successes and shortcomings of your design work

#### **Year 2**

#### **Unit 5 - Design proposals 1**

In this unit you will engage with external partners and apply your ideas in a real world context.

- To be asked to develop concepts for a design object in a domestic, commercial or community context
- Your project might be a competition brief, an initiative from industry, work for a charitable organisation or social services. They may include design problems concerning health and wellbeing, leisure and cultural capital, education or food consumption
- To consider function, sustainability and activity
- To produce an illustrated report communicating the results of your design practice and a record of professional presentations
- Design development work will include including 2D/3D visualisations, materials tests, models and prototypes

#### **Unit 6 - Collaborative and collective practices**

This unit aims to introduce you to different ways in which collaborative working can focus and enhance your own creative strengths. This unit has 3 core purposes:

- To engage with fellow students with different practices and interests in a collaborative project
- To engage with external audiences, participants or institutions to consider new contexts for your work
- To develop your creative attributes to enable you to take on future challenges in a variety of contexts

### **Unit 7 - Design proposals 2**

This unit looks at the way in which a site-specific design proposal can be conceived, developed and adapted.

- To examine issues of scale, function, narrative and location
- To consider audience engagement, interaction, social conduct as well as client needs
- To gain an understanding of the users, client and audience by working on a range of concepts and prototypes
- To produce a design proposal report, design development and material evidence

### **Unit 8 - Designer maker - Ecologies of action**

The unit will include an external group project. You will work collaboratively on an event or exhibition.

- Lectures covering project briefs, concepts, project working methods, site analysis, site specific practice, visitor and user analysis methods
- Site visits that will include discussions with venue staff
- Workshops, presentations and crits
- Production of prototypes and a finished object

## **Year 3**

### **Unit 9 - Critical practice 1 - The reflective practitioner**

This unit aims to encourage a critical understanding of the historical, cultural and global contexts within which design practice operates.

- An illustrated contextual research essay or written project that communicates your understanding of the design arena
- A studio design practice project

## **Unit 10 - Critical practice 2 - Design futures**

This final unit requires you to integrate your practical, professional and critical position into a resolved body of work.

### **Professional Practice Project**

- To help you develop an awareness of the range of career and postgraduate opportunities available.
- To produce a professional practice report and research file including a professional action plan and personal promotional materials

### **Final Major Project**

- To write a proposal for a final major project
- To produce of a substantial body of work presented to a professional standard
- The work you produce will form part of the college degree show

### **Optional Diploma between year 2 and 3**

Between year 2 and 3 you can opt to undertake the Diploma in Professional Studies or the Diploma in Creative Computing.

### **Learning and Teaching Methods**

- Lectures/Seminars
- Visiting lecturers
- Technical inductions Ceramic, wood, metal, digital
- Technical demos Ceramic, wood, metal, digital
- Technical workshops Ceramic, wood, metal, digital
- Model making workshops
- Drawing workshops
- Group critiques
- Tutorials
- Group and collaborative projects
- Cross discipline projects
- All year projects
- Live projects with course partners, competitions
- Field trips and visits

## Assessment Methods

- Development file
- Essays
- Evaluative reports
- Peer assessment
- Practical work
- Presentations
- Proposals
- Self-assessment
- Tutorial records
- Written assignments

## Reference Points

- QAA Benchmark statement
- QAA Framework for Higher Education Qualifications
- CCW Common Credit Framework
- UAL Creative Attributes Framework

*The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable*