

Programme Title	BA (Hons) Product Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) Product Design
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	R06 W240
QAA Subject Benchmark	Art and Design (2016)
PRSB reference	N/A
Mode of study	Full time
Date produced/amended	June 2018
Course Leader	Andrew Marsh & Nadine Bennett

Distinctiveness

This programme is concerned with the development of the creative professional practice, technological knowledge and theoretical understanding necessary to enter a variety of careers in the field of product design. The programme's ambition is to produce adaptable creative thinkers who are not afraid of a multi-disciplinary approach, adept at working in teams and who understand emerging technologies and processes.

The programme offers you the opportunity to explore areas that are essential to your discipline that will underpin your studies in future years. You will explore principles of design including user research, trend forecasting, communication and visualisation, graphic design, universal design, ergonomics, design process, materials, as well as emerging and creative technologies.

Learning is largely project based; focussing on hands-on experiential learning. You will be encouraged to take an iterative process to completing project work, completing a range of physical and digital prototypes.

The course structure draws on the creative synergies and frictions of the different disciplines at Ravensbourne and provides physical and intellectual opportunities for you to meet, learn and work together with students from different disciplines.

At level 4 the program introduces the key elements of design. Students begin to develop knowledge of the design process, key design skills such as sketching, prototyping and 3d modelling, and a wider understanding on the impact design can have on the world. The final unit of the year, Major Project 1, brings these three strands together in one project brief.

Level 5 builds on the themes of level 4, introducing new areas of UI, UX and service design. Issues of sustainability are addressed in detail in this year, and you will improve your knowledge of design engineering. This year also explores professional practice including working with clients, improving pitch presentations and project management. Again these diverse topics will come together in a major project.

In level 5 you will collaborate with students from other courses in two elective units of your choice, one cross department and one cross institution.

In Level 6, you will take a more self-directed approach to your work supported by access to mentoring and guidance from lecturers and visiting professionals. You will work on an independent major project as well as engaging in a collaborative project with your peers or students from another discipline within the institution. You will also receive guidance on putting together a professional standard portfolio, presenting your work in its best light.

You will leave Ravensbourne equipped with knowledge and skills in product and interaction but also with experience of team working, interdisciplinary collaboration, and the entrepreneurial skills and broader business awareness necessary to survive, succeed and innovate in the creative professions.

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. Cultivate / where the individual thrives

- Holistic Education: beyond the discipline
- Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. Collaborate / where disciplines evolve

- Blurring Disciplines: petri dish for new thinking and practice
- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. Integrate / where education engages industry

- Professional Modes: education mirrors industry
- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. Advocate / where purpose meets practice

- Citizen Practitioners: tackling real-world problems
- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. Originate / where creativity meets technology

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology
- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

Programme aims

- To provide graduates with the knowledge and skills appropriate to a range of career outcomes in product design. You are encouraged to develop your individual creative ability and support this with the development of a high level of technical skill
- To help gain an ability to gather research from a range of sources and accurately and creatively interpret this information, both as part of the design process and to give others confidence in your proposals
- To develop your ability to generate exciting original design concepts
- To develop knowledge and experience of design processes, identifying worthwhile project subjects and developing projects from concept to completion. This includes associated skills such as sketching, model making and prototyping, material specification, and CAD software.
- To help gain a wide ranging awareness of the design industry including professional practice, current issues, and future trends
- To develop an ability to communicate in an engaging and professional manner in visual oral and written form, and to be able to create a compelling narrative around project work.
- To help gain experience of professional situations including collaboration across discipline, group work, working with clients, fulfilling design briefs, project management, and time planning.
- To help you create an individual and distinctive identity as a designer with a critical and creative mindset
- To help develop an ability to work confidently between physical and digital, 2d and 3d mediums.

Programme Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the course students will have acquired:

LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 5 Presentation /Storytelling For Influence

Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

Related Principle: ADVOCATE

LO 6 Critical and creative mindsets

Evaluate a range of critical approaches in order to form an independent position

Related Principle: ORIGINATE

LO 7 Employability

Effectively employ professional transferable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

LO 8 Professional Identity

Align our professional identity as a practitioner with a viable career context.

Related Principle: CULTIVATE

Learning and Teaching methods

- Students learn through a variety of teaching methods - ie lectures, tutorials, small group seminars and face to face critique.
- Students are encouraged to develop their own blogs and research files to rationalise their research and design development.
- The VLE is actively integrated into each assignment, and students access a wide

Assessment Strategy

- Formative Assessments are a key element of the assessment strategy as research and concept presentations are particularly important when planning complex projects and reflect the industry practice.
- At Summative Assessment there are a variety of methods used, including individual and group presentations, with verbal commentary and formal

<p>variety of reference material and briefing documents.</p> <ul style="list-style-type: none"> From the outset of the course students learn the skills needed for the role of a product designer which in the second year they are then encouraged to integrate independently into their work and this integration culminates in their self initiated briefs in the final year. The diverse needs of each student are addressed by employing both in person and online one to one mentoring and small group teaching methods. Students are encouraged to support one another in group work and through the open element of many assignments students are given the opportunity to express their diversity. Students need access to a wide range of equipment and this varies for specific student projects. Students are encouraged to tailor these requirements for each outcome. The course team works in conjunction with Student Support to address individual student requirements. 	<p>delivery of finished work which then receives written feedback.</p> <ul style="list-style-type: none"> Throughout the course informal peer and self assessment methods are used for individual and group work, giving a deeper understanding of the assessment process and encouraging self reflection.
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Unit Code	Unit Title	Credits
Level 4		
C18101	Themes in Contemporary Culture	15
DPR18102	Design Approaches 1	15
DPR18103	Design Approaches 2	15
DPR18104	Design Skills	30
DPR18105	Design Impact	15
DPR18106	Major Project 1	30
Level 5		
C18201	Big Ideas and Philosophies	15
DPR18202	Industrial Design and Sustainability	15
DPR18203	Interface, Experience and Service	15
DPR18204	Industry Practice	15
DPR18205	Major Project 2	30
EDPR181	Elective: Design Fiction	15

EDPR182	Elective: Emerging Technologies in Design	15
CIE18200	Cross Institutional elective	15
Level 6		
C18301	Dissertation Unit	30
DPR18302	Major Project 3	45
DPR18303	Competition Collaboration	30
DPR18304	Portfolio and Promotion	15
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)
- 2 vocational A Level (grades A-C)
- Level 3 Foundation Diploma or National Diploma
- Advanced Diploma (grades A-C)
- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry. Individual programmes may have higher language requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- × an applicant's prior academic achievement/qualifications and/or previous employment/life experience;
- × assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- × shows commitment, enthusiasm and interest in the subject area
- × initiative and problem solving
- × ability to communicate

Creative process

- × can generate ideas and use external sources to develop them

- × ability to research an idea and follow it through to a finished product

Study skills

- × can understand and organise information clearly
- × can investigate and analyse information
- × shows reasoning and intellectual curiosity

Professional skills

- × has shown they can initiate and deliver projects
- × can work in a team and with people with different skills
- × has shown confidence with IT

Career aspirations

- × understands the relevance of the course to her/his career ambitions
- × understands current debates within industry

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Student Support <http://intranet.rave.ac.uk/display/SS/Student+Support>

Assessment Regulations <http://intranet.rave.ac.uk/display/RA/Assessment++UG+and+PG>

Course LOs	Level 4					Level 5				Level 6		
	DPR18102	DPR18103	DPR18104	DPR18105	DPR18106	DPR18202	DPR18203	DPR18204	DPR18205	DPR18302	DPR18303	DPR18304
LO1	x	x		x		x	x	x	x	x		
LO2					x		x	x		x	x	
LO3	x	x	x		x	x	x		x	x	x	
LO4	x	x	x		x	x			x	x		x
LO5	x	x	x	x	x		x	x		x		x
LO6				x					x	x		
LO7								x		x	x	
LO8				x						x		x

Description of the Course

BA (Hons) Product Design focuses on creating versatile designers with the skills and knowledge to develop the products, services, and experiences of the future, both physical and digital.

The course explores the design process from discovery to delivery. This includes identifying areas where design could have significant positive impact, defining problems and opportunities through wide ranging research and analysis, developing original concepts with creative thinking, and delivering detailed designs ready for production.

Work is predominantly project based and you will learn industry standard design skills such as sketching, prototyping and 3d printing through hands-on practical work. You will learn to communicate your design work in an engaging way through pitch presentations, images and design documents.

Our lecturers and visiting professionals will give you a unique insight into the field of product design and will help you to develop an individual direction as a designer, exploring thinking around current issues such as sustainability and intellectual property.

Graduates most often go on to work in 3D product, packaging, service, and user experience design. For example our graduates help to develop new electronic devices, food packaging, and better customer experience in the finance industry.

Academic Framework – Course Diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction <i>(Inc. contribution from Theory)</i> 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	Design Skills 30 credits		Major Project 1 30 credits
	Design Approaches 1 15 credits	Design Approaches 2 15 credits	
	Design Impact 15 credits		
Level 5 120 credits	C18202 – Part 1 <i>Big Ideas and Philosophies</i> <i>(7.5 out of 15 credits)</i>		C18202 – Part 2 <i>Dissertation Proposal</i> <i>(remaining 7.5 out of 15 credits)</i>
	<i>Cross Departmental Electives</i> 15 credits	CIE18200 <i>Cross-Institutional Elective</i> 15 credits	Major Project 2 30 credits
	Industrial Design and Sustainability 15 credits	Interface, Experience, Service 15 credits	
		Industry Practice 15 credits	
Level 6 120 credits	C18301 Dissertation 30 credits	Competition Collaboration <i>30 credits</i>	Portfolio and Promotion 15 credits
	Major Project 3 45 credits		