

Course Title	BA (Hons) Product Design
Final Award	BA (Hons) Product Design
Interim Awards	Certificate of Higher Education in Product Design Diploma of Higher Education in Product Design BA Product Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W240
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	QAA Benchmark statement Art & Design (2019) QAA Benchmark statement Engineering (2019) Education for Sustainable Development Guidance, QAA and Advance HE 2021
External Accrediting Bodies	None
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face
Delivery Location(s)	Ravensbourne University campus
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	September 2022
Date produced/amended	July 2022
Course Leader	Mathew Brown
Course Development Team Members	Sam Johnson
Course Administrative Contact	Sejuti Mansur

### Course Description

This course 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 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. We aim to equip students with the skills to realise an idea from concept through development to full component design specification for a manufacturable proposal.

This Product Design course offers opportunities to explore areas that are essential to the discipline, including design process, user research and experience, ideation and iterative

development, ergonomics and inclusivity, sustainability and materials selection, communication and visualisation, as well as emerging trends and creative technologies.

Project based modules, progress students' skills and techniques through hands-on experiential learning. Students will engage in studio and workshop practices to complete a range of physical and digital solutions.

Ravensbourne provides physical and intellectual opportunities for students to meet, learn and work together across creative disciplines. Which stimulates creative growth and collaborative working robustness for each of our individual student members.

### Course Aims

- To provide graduates with the knowledge and skills appropriate for a range of career outcomes in product design.
- To use research to inform design decision making and affirm design proposals
- To develop ability to generate exciting, innovative and ambitious design concepts responding to user, societal, environmental, and commercial needs.
- To develop knowledge and experience of design processes, identifying worthwhile project directions, developing projects from concept to completion. Progressing skills in sketching, model making and prototyping, sustainable material specification, component design for manufacture using 3D CAD software.
- To nurture a creative and professional studio practice including group work, collaboration across disciplines, working with professional clients, project management, and time planning.
- To support the development of an individual designer to confidently and independently drive a design process with a critical and creative mindset
- To develop an ability to communicate in an engaging and professional manner in visual oral and written form.
- To support individual development and confidence in communication, collaboration, personal time management.
- To help address current issues, and future trends driven by environmental and societal needs and current debate.

**Course Learning Outcomes**

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <b>BA (Hons) Product Design</b> students will be able to:</p>	
<b>Explore</b>	<p>Evidence and contextualise capacity for utilising and synthesising Product Design specific knowledge, critical thinking and reflection, risk evaluation and problem solving, and process driven development to identify future scenarios and solutions.</p> <p>(CLO1)</p>
<b>Create</b>	<p>Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical making, written and oral forms aligned to Product Design.</p> <p>Evidence an ability to apply a systematic design process to create innovative design solutions to complex problems that meet a combination of societal, inclusive and diverse user needs, commercial and complex environmental needs, through the synthesis of idea development, experimentation, and technical competency in supporting fully resolved, realised and safe outcomes, communicated to a professional standard.</p> <p>(CLO2)</p>
<b>Influence</b>	<p>Evidence a methodical working approach and ethos that critically identifies holistic consideration of the integrated systems of social, ethical, and current sustainable, responsible working methods and how this aligns and supports personal awareness, development, and professional working practices in relation to Product Design.</p> <p>(CLO3)</p>
<b>Integrate</b>	<p>Evidence a critical ability to successfully synthesise collaboration, industry interactions &amp; practices and professional working models to facilitate self-efficacy, personal agency, professional development, and independent project management in relation to Product Design and current global innovation requirements.</p> <p>(CLO4)</p>

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <b>BA Product Design</b> students will be able to:</p>	
<b>Explore</b>	<p>Evidence and contextualise capacity for utilising and synthesising Product Design specific knowledge, critical thinking and reflection, risk evaluation and problem solving, and process driven development to identify future scenarios and solutions.</p> <p>(CLO1)</p>

## COURSE SPECIFICATION

<b>Create</b>	Evidence an ability to apply a systematic design process to create innovative design solutions to complex problems that meet a combination of societal, inclusive and diverse user needs, commercial and complex environmental needs, through the synthesis of idea development, experimentation, and technical competency in supporting fully resolved, realised and safe outcomes, communicated to a professional standard.  (CLO2)
<b>Influence</b>	Evidence a methodical working approach and ethos that critically identifies holistic consideration of the integrated systems of social, ethical, and current sustainable, responsible working methods and how this aligns and supports personal awareness, development, and professional working practices in relation to Product Design.  (CLO3)
<b>Integrate</b>	Evidence an ability to effectively synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency, professional development, and independent project management in relation to Product Design and current global innovation requirements.  (CLO4)

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 **Diploma of Higher Education in Product Design** students will be able to:

<b>Explore</b>	Evidence and contextualise an evolving ability to synthesise Product Design specific knowledge, critical thinking and reflection risk evaluation and problem solving, and process driven development to identify future scenarios and solutions.  (CLO1)
<b>Create</b>	Evidence an ability to create innovative design solutions to problems that meet a combination of societal, inclusive and diverse user needs, commercial and complex environmental needs, through the synthesis of idea development, experimentation, and technical competency in supporting a resolved outcome, communicated to a competent standard.  (CLO2)
<b>Influence</b>	Evidence understanding of an approach that identifies holistic consideration of the integrated systems of social, ethical, and current sustainable, responsible working methods and how this aligns and supports personal awareness, development, and working practices in relation to Product Design.  (CLO3)
<b>Integrate</b>	Evidence an evolving ability to engage with collaboration, industry practices and professional working models to facilitate self-efficacy, personal agency, professional development, and independent project management in relation to Product Design and current global innovation requirements

	(CLO4)
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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 **Certificate of Higher Education Product Design** students will be able to:

<b>Explore</b>	Evidence and contextualise an ability to use Product Design specific knowledge, critical thinking and reflection and problem solving, and process driven development to identify future scenarios and solutions.  (CLO1)
<b>Create</b>	Evidence engagement with subject relevant ideas, material test and outcomes that inform idea development, experimentation, and technical competency in communicating a resolved Product Design outcome.  (CLO2)
<b>Influence</b>	Evidence some understanding of Product design practices that identify consideration of the integrated systems of social, ethical, and environmentally responsible working methods.  (CLO3)
<b>Integrate</b>	Evidence an ability to engage with collaboration, industry practices to facilitate self-efficacy, personal agency, professional development, and independent project management in relation to Product Design and current global innovation requirements  (CLO4)

**Ravensbourne University Assessment Criteria**

Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

**Core Competencies**

Each module learning outcome should be aligned to at least one competency.

## COURSE SPECIFICATION

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	<p>The ability to acquire, retain and use knowledge, recognise, propose and solve problems. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Evaluate their own beliefs, biases and assumptions.</li> <li>• Evaluate strengths, weaknesses, and fallacies of logic in arguments and information.</li> <li>• Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>• Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques.</li> <li>• Devise and defend a logical hypothesis to explain observed phenomenon.</li> <li>• Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>
<b>Emotional, Social and Physical</b>	<p>Emotional – The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> </ul>	<b>Explore, Influence, Integrate</b>

## COURSE SPECIFICATION

	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul>	
	<p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p>	
	<ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues. Identify their personal convictions and explore options for putting these convictions into practice.	<b>Explore, Create, Influence, Integrate,</b>

	Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	
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**Learning, Teaching and Assessment**

Learning and Teaching methods	Assessment Strategy
<p>All levels on the Product Design course will predominantly be delivered onsite to make use of technical resources for making, testing, and prototyping.</p> <p>Teaching sessions will be delivered in groups, face to face with the provision for some remote learning for personal tutorials.</p> <p>For all levels the teaching will be supported by materials accessed via the VLE.</p> <p>The teaching on the product design course places a strong emphasis on collaborative working and peer learning, aiding objectivity, critical thinking, and peer support. Students will be expected to utilise the facilities and space in non-contact learning time and independently work together to support progression.</p>	<p>Each project has a Formative assessment point this is typically at a midpoint review where students are given verbal feedback from tutors including advice and guidance on how to develop and complete each project. This will also include peer feedback.</p> <p>Each project has Summative assessment point where a final grade is awarded and written feedback is given to the student.</p>
<p>At <b>Level 4</b> the program introduces the key elements of design. Students begin to develop knowledge of the design process, key design skills such as User research, ergonomics empathic design; research analysis for key design insights; sketching, prototyping and 3D CAD modelling component design and realisation, Material specification and manufacture process knowledge; digital driven prototyping and a wider understanding on the impact design can have on the world. As students transition through level 4, they will be encouraged to take ownership of their own decision making informed by primary and secondary research insights.</p>	<p>Students will have an opportunity to develop different ways of presenting work to tutors and peers.</p> <p>Assessment will include a variety of tasks such as: Evidence of a completed resolved product design project which will include 2D ideation and development and 3D development working models and appearance models. Technical drawings and proposal justifications and presentation visuals. Students will also experiment with video communication.</p>
<p><b>Level 5</b> builds on the themes of level 4, supporting students to strengthen independent progression. At this point students will be introduced to the wider professional opportunities within the Product Design sector including Spatial, digital product</p>	<p>Assessment will build on the submission methods used in Level 4 but a higher level of sophistication in the submission will be expected, informed by engagement in competition with national peers and</p>



<p>design: UX and service design, and structural packaging design. A more accountable focus on Sustainability is addressed in detail this year, and students will improve their knowledge and skills of design engineering. This year also explores professional practice including working with clients, improving pitch presentations and project management.</p> <p>As students transition through level 5 they will be encouraged to take more risks and strive to be more ambitious and innovative in their design thinking.</p>	<p>professional work informed by feedback from industry practitioners.</p> <p>Students at Level 5 will be assessed on their ability to acquire work-based experience, they will be supported by the careers team to engage with industry.</p> <p>At this level students will be encouraged to work toward accredited software qualification</p>
<p>In <b>Level 6</b>, students take a self-directed approach to project work, where they decide on the topics and themes they want to address and the skills they want to demonstrate relative to the career path they want to move into within the Product Design sector. Project work is supported by access to mentoring and guidance from lecturers and visiting professionals.</p> <p>Project work at this level should demonstrate a high level of ambition and innovative thinking and show a clear elevation in execution.</p> <p>Students will work on an independent major project as well as engaging in a negotiated unit of work which could include opportunities for competition and collaboration. Guidance on putting together a professional standard portfolio, presenting graduate work in its best light will help young designers leave Ravensbourne equipped with knowledge and skills in Product Design.</p>	<p>At Level 6, the expectation is for an even higher level of sophistication in the submission. Students will be expected to demonstrate all skills taught to date culminating in a fully resolved Product design which is led by user need, demonstrated full iterative development, and user tested, is specified fully to component level, for either physical or digital requirements. Level 6 students will also be required to complete a written document that, will form a contextual justification sensitive to commercial, ethical, environmental, diversity and inclusion scrutiny. The written report will also log the students design process and citing insights that have informed the final design solution. Students will also be assessed on their ability to work professionally and with independent direction as a measure of attained learning and progression achieved during their prior levels of attainment.</p>
<p><b>Core skills taught on the course:</b></p> <p>Research</p> <ul style="list-style-type: none"> <li>• Primary – user need, user test</li> <li>• Secondary – trend, societal, material, technical</li> </ul>	<p>Typically assessment methods for the core skills taught:</p> <p>A combination of visual and written justification</p>

<ul style="list-style-type: none"> <li>• Analysis – insights and evaluation of testing</li> <li>• Ethnographic and empathic research</li> </ul> <p>Subject Knowledge</p> <ul style="list-style-type: none"> <li>• Design Theory and design process</li> <li>• Ergonomics</li> <li>• Form and aesthetic handling and application</li> <li>• Techniques – ideation concept development, development, refinement, and delivery</li> <li>• Sketching - concept generation and discovery</li> <li>• Sustainability thinking and application.</li> <li>• Innovation</li> <li>• Experimentation</li> <li>• Presentation, communication, and visualization.</li> <li>• Contextualisation.</li> <li>• Analysis and Storytelling, User archetypes and Journey mapping</li> <li>• Service design</li> <li>• User Experience (UX) - Digital and Physical Product design</li> <li>• Process – iteration</li> <li>• Materials specification</li> <li>• 3D CAD</li> <li>• Material processing and component manufacture</li> <li>• Hand and digitally driven prototyping</li> </ul> <p>Professional practice</p> <ul style="list-style-type: none"> <li>• Personal Professional Development and industry sector knowledge and understanding</li> <li>• Independent and collaborative working</li> <li>• Live industry challenges</li> <li>• Internship acquisition support</li> <li>• Time management and planning</li> <li>• Independent practice</li> </ul>	<p>Demonstrated through the designed outcome, Physical and digital prototypes and supporting visual presentation work in form of a Design Logbook and appropriate documentation.</p> <p>Level 5 and 6 - Demonstrated through the standard of work produced in a portfolio of work, and the understanding of the roles within the Product design sector informed by evidence engagement with industry.</p> <p>Level 6 Students are assessed on project work which evidences collaboration, both internally or with external industry stakeholders</p> <p>Level 5 and 6 students are assessed on time management through the iterative approach to their projects and a generation, application and evaluation of project plans.</p> <p><b>Holistic assessment</b> The listing of different learning outcomes within a programme does not imply a compartmentalised or linear approach to</p>
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	learning and teaching. Throughout each module, different learning outcomes introduced however it is expected that students demonstrate and continue to develop acquired skills across modules and levels.
<b>Work-Based Learning</b>	
<p>Students are supported by the Employability adviser across all three-year groups starting in Level 4 with PLP - ‘Developing Your Practice’, where the importance of engaging with industry is established and a precursor to industry talks in this unit. The first goal is to create a LinkedIn account.</p> <p>In Level 5, skills are supported through work-based learning. This occurs in PLP - ‘Exploring Your Practice’. In Level 6 students are supported again by the employability team to plan their Industry feedback reviews, Intellectual Property lectures and support through the SEEDS program. This occurs as part of the PLP Module: ‘Situating your Practice and Portfolio’</p> <p>The onus is on students to research, identify and pursue their own internships and placements, though, alongside the support of the employability and careers team, we have excellent industry relationships that we continue to nurture and develop.</p> <p>Product Design students have the opportunity to gain industry experience across a wide range of disciplines and sectors from in-house R&amp;D teams for major brands and manufacturers to Design Consultancy working across a myriad of projects and partners. Students may gain experience in product, packaging, brand, engineering, retail, service, UX/UI, installation, production and furniture Design.</p>	

**Course Structure**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
<b>Level 4</b>				
PRD22101	Design Approaches		Mandatory	20
PRD22102	Design Skills		Mandatory	20
PLP22103	Professional Life Practice: “Developing Your Practice”	x	Mandatory	20
PRD22104	Ergonomics, Inclusion and Empathy		Mandatory	20
PRD22105	Interacting with Products		Mandatory	20
PLP22106	Professional Life Practice: “Exploring your Practice”	x	Mandatory	20
			Total	<b>120</b>
<b>Level 5</b>				
PRD22201	Sustainable Design in Practice		Mandatory	20
PRD22202	Interface, Experience and Service Design		Mandatory	20
PLP22203	Professional Life Practice: “Applying Your Practice”	x	Mandatory	20
PRD22204	Open Innovation		Mandatory	40
PLP22206	Work Based Learning (WBL)	x	Mandatory	20
				<b>120</b>

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			Total	<b>240</b>
<b>Level 6</b>				
PRD22301	Negotiated Brief		Mandatory	40
PLP22303	Professional Life Practice: “Situating your Practice”	x	Mandatory	20
PRD22302	Final Major Project		Mandatory	40
PRD22304	Portfolio and Promotion		Mandatory	20
				<b>120</b>
			Total	<b>360</b>

### Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Taught Hours	48	Independent Study, Self-Directed Study and Assessment	152
<b>Total</b>			<b>200</b>

### Course Regulations

#### Entry Requirements

*Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.*

Students need to also have obtained GCSE Maths Grade 4 and above.

Selection criteria:

Students should ideally have a background in art, creative media or design. Applicants are expected to submit a portfolio of work which shows a range of their skills and demonstrates why they would be a good fit for the course.

We may also consider a combination of portfolio and academic qualifications and take into consideration progress made during studies and/or relevant work experience.

#### Accreditation of Prior Learning (if applicable)

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 and Student Transfer Plan.

#### Conditions for Progression

Students will be deemed to have passed a module if they achieve 40% for undergraduate students; or 50% for postgraduate students. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following semester by the Interim Assessment Board.

#### Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

### Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Product Design.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Product Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Product Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Product Design (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

### Any derogation(s) from the Regulations required?

None

Student Support <https://www.ravensbourne.ac.uk/student-services>

Assessment Regulations <https://www.ravensbourne.ac.uk/staff-and-student-policies>

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<b>Level 4 Modules</b>				
PRD22101 Design Approaches	X	X		X
PRD22102 Design Skills	X	X		
PLP22103 Professional Life Practice: Developing Your Practice	X		X	X
PRD22104 Ergonomics, Inclusion, Empathy	X	X		X
PRD22105 Interacting with Products	X	X		X
PLP22106 Professional Life Practice: Exploring Your Practice	X	X		X
<b>Level 5 Modules</b>				
PRD22201 Sustainable Design in Practice	X	X	X	
PRD22202 Interface, Experience, Service	X	X		X
PLP22203 Professional Life Practice: Applying your Practice	X	X		X

## COURSE SPECIFICATION

PRD22204 Open Innovation	X	X		X
PLP22206 Work-Based Learning	X		X	X
<b>Level 6 Modules</b>				
PRD22301 Negotiated Brief	X	X	X	X
PRD22302 Final Major Project	X	X	X	X
PLP22303 Professional Life Practice: Situating Your Practice	X	X		X
PRD22304 Portfolio and Promotion	X	X		X

Course Diagram

	Semester 1	Semester 2	
Level 4	<b>PRD22101 Design Approaches</b> 20 credits	<b>PRD22104 Ergonomics, Empathy, Inclusivity</b> 20 credits	
120 credits	<b>PRD22102 Design Skills</b> 20 credits	<b>PRD22105 Interacting with Products</b> 20 credits	
	<b>PLP22103 Professional Life Practice: Developing Your Practice</b> 20 credits	<b>PLP22106 Professional Life Practice: Exploring Your Practice</b> 20 credits	
	Semester 1	Semester 2	
Level 5	<b>PRD22201 Sustainability Design in Practice</b> 20 credits	<b>PRD22204 Open Innovation</b> 40 credits	<b>PLP22206 Work Based Learning</b> 20 credits
120 credits	<b>PRD22202 Interface Experience Service Interaction</b> 20 credits		
	<b>PLP22203 Professional Life Practice: Applying your practice.</b> 20 credits		
	Semester 1	Semester 2	
Level 6	<b>PRD22301 Negotiated Projects</b> 40 credits	<b>PRD22302 Final Major Project</b> 40 credits	<b>PRD22304 Portfolio and Promotion</b> 20 credits
120 credits	<b>PLP22303 Professional Life Practice: Situating Your Practice</b> 20 credits		