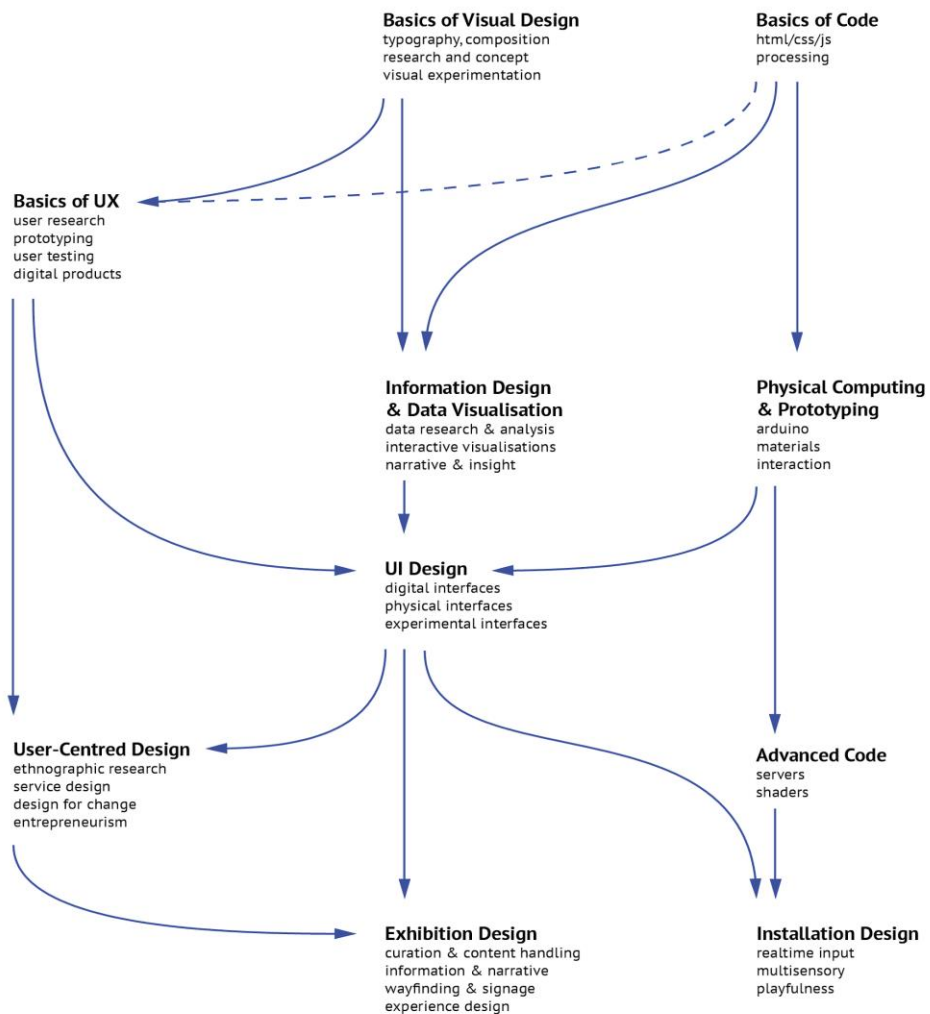




Programme Title	BA (Hons) User Experience and User Interface (UX/UI) Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) User Experience and User Interface (UX/UI) Design
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	I310
QAA Subject Benchmark	Art and Design (2016) Computing (2016)
PRSB reference	NA
Mode of study	Full Time
Date produced/amended	May 2018
Course Leader	David Hunter

UX/UI

Defining logical learning steps through the course by connections across different aspects of UX/UI skills and fields



Distinctiveness

Futures

The role of the UX / UI designer in the design of products and services has become increasingly vital within the digital realm. Over the last few decades, computers and digital devices have increased in power and reduced in price by several orders of magnitude, and now permeate every area of our society and everyday lives, and the rate of technological change shows no sign of slowing down. This course is about designing and creating for that change.

The creative industries employ UX designers to create conceptual and over-arching experiences, both on and off screen, and UI designers for the visual, information and interactive design on screen. This encompasses the design of applications that include websites, apps, mobile and augmented reality experiences as well as product and installation design, wearable technology, and the Internet of Things.

This course

Throughout this course you will explore the importance of designing for the end-user experience with intuitive user interfaces. You will explore an understanding of what constitutes UX and UI design and the elements that make for positive UX and UI design on websites and mobile applications. You will learn how the four most important aspects of UX and UI design—usability, interaction design, visual design and information architecture—are professionally identified, investigated, informed and interrogated. And you will be encouraged to reflect, evaluate, select, justify, communicate and innovate in all the areas touched by this course.

You will develop and create an individual portfolio of inspiring and resolved projects based on user-centred research and design experimentation that will showcase both your creative and analytical design-thinking skills and your technical expertise. Creating tomorrow's industry-ready UX and UI designers, this course identifies and enables the traits, experiences and characteristics that you, as a UX and UI designer, must possess.

The design of interactive devices and services directly influences the user's experience of them. When we combine UX/UI design and software together we are thinking radically about how we will directly shape our digital future and how that will change us as individuals and a society, both mentally and physically. To push our usage of technology forward in intelligent and purposeful ways we will apply the process of design thinking, based on user-centred research.

The experimental nature of our subject leads into very practical skills that are much sought-after in a variety of industries, since almost all industry incorporates technology that at some point must be used by a range of people. Interface designers who code often work as user experience designers, interaction designers, app and web developers. They work in areas including installation design for events and museums, service design for retail and banking, data visualisation for the web and print, gaming, education, and advertising.

What your course will look like

The course will provide you with the knowledge and skills appropriate to a broad range of

career outcomes that use coding to enable design, such as visual designers, creative technologists, interaction designers, ui designers, ux specialists, service designers, researchers, project managers and producers. You are encouraged to develop your individual creative ability, supporting it with a high level of technical skill.

Year One: Engage and Empower

This design-led introduction explores core competencies in graphic and information design, researching users, and in designing and coding for interaction. You will begin to learn the fundamental skill set of the UX and UI designer in creating user-centred project outcomes. A programme of industry practitioners and speakers supplements and enhances the core delivery.

Year Two: Enhance and Explore

This year explores more advanced interactivity through play and experimentation in coding, materials and visual design, as well as more advanced research methods and a growing understanding of the user and behaviour. Encouraging a personal approach, the course enables and supports the application of both individual and group design propositions to real-world and imagined scenarios.

Year Three: Experiment and Exhibit

The culmination of three years of study is channelled into practical projects, increasingly professional in scope. A range of project solutions, alongside a self-directed major project, form the basis of your final portfolio body of work, enabling you to launch into your chosen area of the industry, whilst showcasing your accomplishments and achievements and shaping your professional creative identity.

On completion of the first level of the programme and the achievement of the learning outcomes of the units within that level, you will be eligible for the award of a Certificate in Higher Education if you exit the programme. If you successfully complete Level 4 and Level 5 of the programme having achieved all the learning outcomes within the units, you are eligible for award of Diploma in Higher Education.

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

- Integrate user-centred design methods and critical theories of play and human behaviour to enhance the user experience
- Focus on the creativity inherent in coding and how that can be applied holistically to design thinking, to train designers who can fully create interactive experiences
- Focus on deep, structured collaboration both between students on this course and on other courses at Ravensbourne
- Cultivate a broad range of skills and knowledge to support a wide range of industry roles as well as independent working upon graduation
- Develop critical thinking and analytical skills which pave the way to more advanced degrees in computer science and interaction
- Provide plenty of opportunity for experimentation and radical thinking about new technology
- Help students develop an industry-ready individual portfolio of technical skills alongside user-centered research and design experiments

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 be able to:

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 transferrable 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 your professional identity as a practitioner with a viable career context.

Related Principle: CULTIVATE

Learning and Teaching methods	Assessment Strategy
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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.

<p>development.</p> <ul style="list-style-type: none"> ● The VLE is actively integrated into each assignment, and students access a wide variety of reference material and briefing documents. ● From the outset of the course students learn the skills needed for the role of a UX/UI 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. 	<ul style="list-style-type: none"> ● At Summative Assessment there are a variety of methods used, including individual and group presentations, with verbal commentary and formal delivery of finished work which then receives written feedback. ● 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 for Contemporary Culture	15
USE18102	Design, Systems and Processes	15
USE18103	Coding, Figures and Visuals	15
USE18104	Exploring Experience	30
USE18105	Lights, Code and Making	15
USE18106	Design, Data and Insight	30
Level 5		
C18201	Big Ideas and Philosophies	15
USE18202	Concepts of Interaction	15
USE18203	Extending Experience	30
USE18204	Responsive Spaces	30
EUSE181	Sound Interfaces	15
EUSE182	Boxes, Code and Networks	15
CIE18200	<i>Cross Institution Elective</i>	15
Level 6		
C18301	Dissertation	30
USE18302	Designing and Coding the Unknown	30
USE18303	Design in the Wild	15
USE18304	Major Project	30
USE18305	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				
	Exp Exp	CFV	DSP	LCM	DDI	C	Ext	Spaces	Sound IF	BCN	pp	as	D	MP	DC
LO1			•		•		•			•				•	
LO2	•				•	•			•					•	•
LO3	•	•		•			•			•					•
LO4		•		•				•		•		•	•	•	
LO5			•		•	•		•	•		•	•	•	•	
LO6			•	•		•			•						•
LO7		•					•				•	•			
LO8	•							•			•			•	•

Description of the Course

This course explores the importance of designing for the end user experience with intuitive user interfaces. You will explore an understanding of what constitutes UX and UI design and the elements that make for positive UX and UI design on websites and mobile applications.

Through solo and group projects you will learn how the four most important aspects of UX and UI design; usability, interaction design, visual design and information architecture are professionally identified, investigated, informed and interrogated.

Academic Framework – Course Diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction <i>(Inc. contribution from Theory)</i> 0 credits	C18101 <i>Themes in Contemporary Culture</i> 15 credits	
		USE18104 Exploring Experience 30 credits	USE18106 Design, Data and Insight 30 credits
	USE18103 Coding, Figures and Visuals 15 credits	USE18105 Lights, Code and Making 15 credits	
	USE18102 Design, Systems and Process 15 credits		
Level 5 120 credits	C18201 – Part 1 <i>Big Ideas and Philosophies</i> (7.5 out of 15 credits)		C18201 – Part 2 <i>Dissertation Proposal</i> (remaining 7.5 out of 15 credits)
	Electives: <i>Cross-Departmental</i> 15 credits	CIE18200 <i>Cross-Institutional Elective</i> 15 credits	USE18204 Responsive Spaces 30 credits
	USE18202 Concepts of Interaction 15 credits	USE18203 Extending Experience 30 credits	
Level 6 120 credits	C18301 Dissertation 30 credits	USE18303 Design in the Wild 15 credits	USE18305 Portfolio and Promotion 15 credits
	USE18302 Designing and Coding the Unknown 30 credits		
		USE18304 Major Project 30 credits	