Programme Specification and Curriculum Map for

*BSc (Hons) Product Design*

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| **1. Programme title** | BSc Hons Product Design |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | Middlesex University |
| **4. Programme accredited by** | Institution of Engineering Designers |
| **5. Final qualification** | BSc Hons |
| **6. Academic year** | 2013/2014 |
| **7. Language of study** | English |
| **8. Mode of study** | Full Time/ Part Time/ Thick Sandwich |

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| **9. Criteria for admission to the programme**  We welcome applicants with a wide variety of educational experience including: A/AS levels, AVCE, BTEC National Diploma, Access Certificates, Scottish Highers, Irish Leaving Certificates (Higher Level), International Baccalaureate and a large number of equivalent home and overseas qualifications.  Generally, we require applicants to have achieved passes in five GCSE subjects including Maths and English at grade C or above and passed at least two subjects through to six-unit Advanced GCE or Vocational Certificate of Education (VCE). Appropriate 12-unit VCE double awards are accepted - as are combinations of 6-unit GCE and VCE.  Offers made on a Tariff-point basis will take into account qualifications taken and points accumulated across both years of study. Generally, these will be at 280 Tariff points with minimum of 200 points from two 6-unit awards (for example, BB + 80)  Alternatively, successful completion of a relevant Foundation Year or any other qualification deemed by the University to be equivalent would be accepted.  A portfolio is essential and candidates should show a keen interest in design. All candidates are interviewed to assess their suitability for the programme.  Mature applicants with suitable life skills and experiences will be considered. |

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| **10. Aims of the programme** |
| This programme aims to develop graduates who are conversant with, and adept at undertaking, contemporary product design practice.  The programme develops graduates’ capabilities to develop innovative design propositions that are informed by a sound understanding of Technology, Advanced CAD and manufacturing.  Students are encouraged to develop a commercial approach to design via supported live projects with industrial partners and industrial placements. |

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| **11. Programme outcomes** | |
| **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of :   1. Design process 2. Writing a brief/specification 3. How to communicate design intentions 4. Drawing standards 5. Technology (Principles, Hardware and Software) 6. Computer Aided Engineering 7. Manufacturing Processes and Techniques 8. A range of 2D and 3D Computer aided design and visualisation methods. 9. Design for computer aided manufacture and automation. 10. Working with clients. 11. Commercial and business practices in relation to new product development. 12. Moral, ethical and environmental dimensions to design decisions. 13. Product Design Research Methods 14. 14. Data Sources for Product Development | **Teaching/learning methods**  Students gain knowledge and understanding through design projects, reading, listening, visiting exhibitions and galleries, observing, experimenting, constructing, drawing, writing, assessing (peer) and discussing.  **Assessment Method**  Students’ knowledge and understanding is assessed by exhibition of coursework, reports, presentations, dissertation and group reviews. Students on some modules are asked to assess their peers. |
| **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   1. Problem solving 2. Full engagement with the design process 3. Reading products 4. Critical thinking 5. 5. Making an argument | **Teaching/learning methods**  Students develop their cognitive skills through design projects, problem solving activities and through report and dissertation writing.  **Assessment Method**  Students’ cognitive skills are assessed by:  The products that they design, with particular reference to their engagement with the design process, and by coursework comprised of reports, essays and a dissertation. |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Graphic communications 2. Technical drawing 3. Model making 4. Prototyping 5. 2D CAD 6. 3D CAD 7. Image generation, manipulation and publishing software 8. Robotic skills inc. programming & sensor integration | **Teaching/learning methods**  Students learn practical skills through design projects, experimenting, specific skills inputs and set exercises and assignments  **Assessment Method**  Students’ practical skills are assessed by coursework comprising:  Projects, assignments and presentation portfolios. |
| **D. Graduate Skills**  On completion of this programme the successful student will be able to:   1. Team Work 2. Written communication 3. Verbal communication 4. Making presentations 5. Numeracy 6. Understanding themselves as a learner 7. ICT 8. Autonomous learning 9. Autonomous practice | **Teaching/learning methods**  There are a range of opportunities throughout the programme for students to develop their skills and satisfy their personal targets in a range of contexts**.**  **Assessment method**  Students’ key skills are assessed by:  Reports, essays, dissertation, presentations, team projects, placement and propositional work |

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| **12. Programme structure (levels, modules, credits and progression requirements)** |
| **12. 1 Overall structure of the programme** |
| The BSc (Hons) Product Design programme is studied over either three years full-time or four years with a placement year or six years part time. Study is undertaken at three levels.  The course is divided into study units called modules. Each module has a credit value of 30credits, but some modules are larger units (e.g. 90 for the final Design proposition and 120 credits for the year long placement for those taking the four year option). Each 30 credit module represents approximately 300 hours of student learning, endeavour and assessment including up to a maximum of 72 hours of teaching. Each level has an equivalent of 120 credits. The year long placement module does not contribute to the final degree award; instead, successful completion will lead to the additional award of a *Diploma in Industrial Studies*.  The BSc (Hons) Product Design programme is constructed from 9 modules: 3 at level 1, 4 at level 2 and 2 at level 3. Modules last for 1 academic year (24 weeks teaching + Assessment)  The nature of projects undertaken in the design project modules reflect the content of students’ complementary studies and their emergent personal specialism. The design project modules are the principle mechanism whereby students engage in live sponsored projects with industrial partners. |

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| **12.2 Levels and modules**  **Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.** | | |
| Level 4 (1) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  PDE 1300  Design and Studio Practice  (60 credits)  PDE 1250  Computer Mediated Product Design  (30 credits)  PDE 1310  Prototyping (30 Credits) |  | Student must pass all modules at level 1 to be able to progress on to level 2 |
| Level 5 (2) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  PDE 2250  Design Projects  (30 credits)  PDE 2251  Product Design in Context  (30 credits)  PDE 2293  Advanced CAD and CAM  (30 credits)  PDE 2294  Technology Systems for Product Prototyping  (30 credits) | Students must also choose at least XX from the following: | To progress on to a placement year students must pass all modules at level 2.  To progress into level 3 without a placement students must pass PDE2250 and a minimum of 60 credits from the remaining modules. Additionally for progression to be granted with this credit deficit the assessment board need to be assured that the student has the wherewithal to pass the module at a second attempt with no further teaching. |
| Level 6 (3) | | |
| COMPULSORY | OPTIONAL | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  PDE 3252  Design Propositions  (90 credits)  PDE 3253  Design Dissertation  (30 credits) | Students may choose to take the year-long placement module:  PDE 3250  Thick Sandwich Placement  (120 credits – for Diploma of Industrial Studies)  : | The student must pass all modules at level 3 |

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| ***12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)*** | |
| ***Module level*** | ***Module code*** |
| 3 | PDE 3253 |
| 3 | PDE 3252 |

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| **13. A curriculum map relating learning outcomes to modules** |
| **See Curriculum Map attached** |

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| **14. Information about assessment regulations** |
| Please refer to the University Regulations for generic guidance and the PDE Subject Handbook, under section ”Assessment”, for additional information. |

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| **15. Placement opportunities, requirements and support (if applicable)** |
| Students have the option to follow this programme in Thick Sandwich (TKSW) mode. Students in TKSW mode undertake 4 years of study with the following pattern: Years 1 and 2 at the University; year 3 (36 to 48 weeks) on professional placement with an industrial partner; year 4 at the University.  Students following a TKSW placement year are supported through the process of securing a placement, which includes the legal and QAA requirements for placement learning, via tutorial support and the University Placement office.  Whilst on placement, each student is allocated a University placement tutor and a company workplace supervisor who provide the necessary support for a student to undertake a successful placement |

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| **16. Future careers (if applicable)** |
| Whilst on the programme students are encouraged to develop a commercial approach to design via supported live projects with industrial partners and industrial placements. They undertake contextual studies into the nature and contexts of the profession. They interact with a variety of guest lecturers with professional backgrounds. They are supported in developing their exit portfolio, a CV and a career entry plan.  Through these experiences they come to understand design in a commercial context, the nature of the design industries and to plan for their own career entry and development. |

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| **17. Particular support for learning (if applicable)** |
| Meeting the learning outcomes of this programme requires active participation in the subject and the development of autonomous practice in meeting design objectives. Supporting this level of active participation and autonomous practice is achieved via regular tutorial contact with academic staff, productive and informed support from technical staff and the use of online, resource-based learning materials where appropriate.  The subject provides extensive studio, laboratory and workshop facilities where students can engage with their coursework assignments in a supported and productive environment. |

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| **18. JACS code (or other relevant coding system)** |  |
| **19. Relevant QAA subject benchmark group(s)** |  |

**20. Reference points**

N/A

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| **21. Other information** |
| N/A |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map for BSc Product Design**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

| **Module Code by Level** | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **A9** | **A10** | **A11** | **A12** | **A13** | **A14** | **B1** | **B2** | **B3** | **B4** | **B5** | **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **C7** | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** |
| Level 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PDE  1300 | X | X | X | X | X |  | X |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X |
| PDE  1250 |  |  | X | X |  | X |  | X |  |  |  |  |  |  | X | X |  | X | X | X | X | X | X | X | X | X |  |  |  |  | X | X | X | X | X |
| PDE  1310 | X |  | X | X | X |  | X |  |  |  |  |  |  | X | X | X |  | X | X | X | X | X | X |  |  |  | X |  | X | X | X | X | X | X | X |
| Level 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PDE  2250 | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |
| PDE  2251 |  |  |  |  |  |  | X |  | X |  | X | X | X | X |  |  | X | X | X |  |  |  |  |  |  | X |  | X |  |  |  |  | X | X | X |
| PDE  2293 | X |  | X | X |  | X | X | X | X |  |  |  |  | X | X | X |  | X | X | X | X | X | X | X | X | X | X |  |  |  | X |  | X | X | X |
| PDE  2294 | X |  | X | X | X |  | X |  |  |  |  |  |  | X | X | X |  | X | X | X | X | X | X |  |  |  | X | X | X | X | X |  | X | X | X |
| Level 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PDE  3250 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |  |  | X | X | X | X | X |  | X | X | X |
| PDE  3253 |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  | X | X | X |
| PDE  3252 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X | X |

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| Programme outcomes – highest level to be achieved by all graduates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | A10 | A11 | A12 | A13 | A14 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 |

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| **Knowledge and understanding** | | **Practical skills** | |
| A1 | Design process | C1 | Graphic communications |
| A2 | Writing a brief/specification | C2 | Technical drawing |
| A3 | How to communicate design intentions | C3 | Model making |
| A4 | Drawing standards | C4 | Prototyping |
| A5 | Technology (Principles, hardware and software) | C5 | 2D CAD |
| A6 | Computer Aided Engineering | C6 | 3D CAD |
| A7 | Manufacturing processes and techniques | C7 | Image generation, manipulation and publishing software |
| A8 | A range of 2 and 3D computer aided design and visualisation methods |  |  |
| A9 | Design for computer aided manufacture and automation |  |  |
| A10 | Working with clients |  |  |
| A11 | Commercial and business practices in new product development |  |  |
| A12 | Moral, ethical and environmental dimensions to design decisions |  |  |
| A13 | Product Design Research Methods |  |  |
| A14 | Data Sources for Product Development |  |  |
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| **Cognitive skills** | | **Key skills** | |
| B1 | Problem solving | D1 | Team work |
| B2 | Full engagement with the design process | D2 | Written communication |
| B3 | Reading products | D3 | Verbal communication |
| B4 | Critical thinking | D4 | Making presentations |
| B5 | Making an argument | D5 | Numeracy |
|  |  | D6 | Understanding themselves as a learner |
|  |  | D7 | ICT |
|  |  | D8 | Autonomous learning |
|  |  | D9 | Autonomous practice |