

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BSc (HONS) INDUSTRIAL DESIGN

AND

**BSc (HONS) INDUSTRIAL DESIGN
WITH PROFESSIONAL PRACTICE YEAR**

PROGRAMME SPECIFICATION ACADEMIC YEAR 2020/21

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BSc (Hons) OR BSc (Hons) with Professional Practice Year		
Course Title	Industrial Design OR Industrial Design with Professional Practice Year		
Course Location and Length	Campus: Canterbury	Length: Full-time - 3 years OR Full-Time – 4 Years (with Professional Practice Year)	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	3 Year - 2019/20 to 2023/24 (validated in 2018/19)		
	4 Year with Professional Practice Year – 2020/21 to 2023/24 (validated in 2019/20)		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements²</p> <p>As the UK’s highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That’s why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>and four GCSE passes at grade A*-C and/or grade 4-9 including English Language (or Functional Skills English/Key Skills Communication Level 2).</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Other relevant and [equivalent](#) level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

*To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>

** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Year/Stage 1	0%	0%	100%
Year/Stage 2	0%	3.3%	96.7%
Year 3 – Professional Practice Year (if undertaken as part of the named award)	0%	0%	100%
Year/Stage 3 or 4 (if Professional Practice Year undertaken)	0%	0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	34.2%	65.8%	0%
	410 hours	790 hours	0 hours
Stage 2	34.2%	65.8%	0%
	410 hours	790 hours	0 hours
Year 3 – Professional Practice Year (if undertaken as part of the named award)	0%	0%	100%
	0 hours	0 hours	1200 hours
Year/Stage 3 or 4 (if Professional Practice Year undertaken)	22.3%	77.7%	0%
	268 hours	932 hours	0 hours
General level of staff delivering the course ⁵	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy, and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Art & Design, QAA Computing			
Framework for Higher Education Qualifications (FHEQ)			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The Course Structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#).

The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards.

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
Year 1/Stage 1				
CIDD4002 Creative Thinking	4	30	Core	
CIDD4003 Context & History	4	20	Core	
CIDD4001 Tooling	4	20	Core	
CIDD4004 Industrial Design 01	4	30	Core	
CIDD4005 Embedded Systems	4	20	Core	
Year 2/Stage 2				
CIDD5002 Industrial Design 02	5	40	Core	
CIDD5001 Context & Theory	5	20	Core	
CIDD5003 CoLAB 01 (Diverse Practice)	5	20	Core	
CIDD5004 Fabricate	5	40	Core	
XXXX5060 Study Abroad Exchange	5	60	Elective	No
Year 3 – Professional Practice Year				
CIDD5005 Professional Practice Year Part 1	5	60	Core	
CIDD5006 Professional Practice Year Part 2	5	60	Core	
Year 3/Stage 3 or 4 (4 year - if Professional Practice Year undertaken)				
CIDD6002 Pitching & Prototyping	6	20	Core	
CIDD6001 Research Thesis	6	20	Core	
CIDD6003 CoLAB 02 (Entrepreneurial Practice)	6	20	Core	
CIDD6004 Major Project	6	60	Core	

Section B - Course Overview

What:

BSc (Hons) Industrial Design offers an exciting opportunity for students to develop a transdisciplinary approach to industrial design, through art and design practice and theory. You will develop a rich and diverse skillset in market analysis, design development and prototyping, as well as making and fabricating.

Graduates of the course will be able to demonstrate a breadth of in-demand skills and expertise from both established, and emerging creative and technical design industries. The rapid growth of the design and technology sector presents an unprecedented opportunity for graduates to work on cutting edge projects with pioneering companies and collectives.

Employment destinations for graduates include industrial/product design, furniture design, manufacturing, IOT (Internet of Things) device development.

Where:

The course is strategically situated within the highly respected Canterbury School of Architecture at UCA, accessing industry leading resources in digital design, fabrication, and spatial interaction. The School has a globally recognised history of developing and nurturing well rounded, confident, and highly skilled graduates.

Within the School of Architecture, the course leverages a holistic “art school” approach to teaching design and technology that enables delivery of an innovative curriculum. You will develop a critical methodology in skill acquisition and project development, greatly enhancing employability and adaptability within an ever-evolving industry. All courses in the school are taught through a “studio centric” approach, emphasising the importance of cross disciplinary skill sharing, as much as space and resource sharing. This cross-discipline studio culture enables exciting opportunities for collaboration and experimentation to occur organically.

The course is closely aligned with the BSc Creative Computing, sharing a number of resources and teaching methodologies, notably in the areas of electronics, mechatronics and digital fabrication. Your interaction with students working on similar design problems from a different perspective enriches your own practice.

Why:

Industrial Design is becoming globally understood as the coalescence of several traditional areas, including product design, manufacturing, fabrication, market analysis and systems integration. The course responds to global demand for graduates with high level, integrated skills across these subjects by engendering a holistic attitude to design from research and analysis through to conceptualisation, development and design, to mass production.

How:

The curriculum delivers a breadth of knowledge, expertise and confidence to prepare you for the design and technology jobs of the future. The first year of the course introduces core skills in product analysis, material systems, design communication and electronics, supplemented through contextual studies. Over the course of the year you will engage in series of design projects, which will challenge you to propose innovative and responsive solutions to current industrial design problems. You will develop core skills in product and market analysis, as well materials and ergonomics. You will have many opportunities to balance your collective skill set through activities such as sketching, model making and collage

The second year of the course further develops and enhances your knowledge and abilities in key design methodologies, including: brand, market and user experience / demand as the drivers of research led product design and development. You will be introduced to enterprise and practice providing an invaluable foundation in business management for small teams and freelance practice in preparation for entering industry. Your core skillset of sketching, model making and visualisation will be enhanced further, in addition to the introduction of fabrication and larger scale making, which become a key focus, developing new skills in digital fabrication and spatial thinking, and providing an opportunity to take an idea from concept, to scale model prototype, to full scale product or installation.

In the third year, you will investigate a specific area of industrial design through the research thesis unit in term-one. This is the culmination of the contextual studies subject area, providing an opportunity to produce a piece of well researched and articulated argument. You will also develop skills and confidence in presenting your unique qualities and expertise to potential employers or clients, post-graduation.

The second half of the third year is dedicated to discovery, research, planning, and production of your individual final major project. This project is the set piece in your portfolio, demonstrating your skills in design and expertise in your chosen field of research.

Professional Practice Year:

Students may opt for the four-year BSc (Hons) *with Professional Practice Year* award. This is the three-year BSc (Hons) award exactly as described above, plus an additional year on an industry placement. The first two years are spent learning in the studios and workshops at UCA Canterbury, the third exercising and extending this learning in practice through a year-long work placement, and the final fourth year back on campus at UCA Canterbury.

The Professional Practice Year is ideally suited to students with a strong desire for early industry engagement, who wish to inform their final graduation year of study with the skills and experience duly acquired. Graduates of the Professional Practice Year will have had increased opportunity to establish industry contacts and networks and to build confidence in their value to the workplace environment, further supporting future employability. It provides a dedicated opportunity for students to draw upon the benefits of an integrated education and accompanying holistic outlook. The Professional Practice Year experience will vary depending upon the specific placement and each individual, but typically might embrace:

- The design process within a commercial environment
- Professional in-house design team dynamic and roles
- Client bodies
- Professional external consultancy team dynamic and roles
- Commercial production process and consultancy
- Individual responsibility within a professional environment
- Professional interpersonal skills
- Application and development of industry specific skills in professional context
- Operational adaptability in professional context
- Professional network knowledge
- Professional self-confidence and appropriate level autonomy.

The University helps facilitate placements, making use of extensive industry connections to find paid roles with suitable employers. Students receive supervision in line with a Learning Agreement tailored to suit their particular employment circumstance.

Section C - Course Aims

- A1 To provide a dynamic first degree in industrial design, nurturing individual strengths for those who will go on to practice industrial design and other related practices such as product design, mechatronics, spatial design or manufacturing.
- A2 To prioritise the research, understanding and critique of current social and political issues placing these at the forefront of brief preparation, interrogation, and project development.
- A3 To use the study of the history, current practice and future directions of the industrial design disciplines within their cultural and social context to develop knowledge and understanding of industrial design's role as a catalyst for change.
- A4 To use technology as a source of inspiration from the initial stages of projects.
- A5 To situate industrial design in relation to architectural, computing and fine art practices and promote dialogue and the acquisition of skills and techniques across these related disciplines.
- A6 To develop skills in a range of physical and digital design and fabrication techniques.
- A7 To develop an understanding of the designers' role in society and the professional contexts of industrial design and manufacturing, including the development and implementation of collaborative and team skills.
- A8 To promote the importance of a synoptic approach to project design and explore how different demands and opportunities might be prioritised critically by the designer.
- A9 To provide a deep understanding of the technical implications and opportunities presented when working in convergent practice, such as material systems, electronics, parametrics and algorithmic design.
- A10 To enable placement opportunity.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Have knowledge of a broad range of contemporary design skills, prototyping techniques and manufacturing processes.
- LO2 Identify and utilise all aspects of the project development process.
- LO3 Demonstrate awareness of convergent and related practices and identify opportunities to leverage their unique skills across disciplines.

Understanding

- LO4 Understand the cultural and societal role that industrial design might play in enabling dialogue and debate of complex issues, situating their practice accordingly.
- LO5 Comprehend the deepening physical and metaphysical relationships humans have with objects and products, especially in the context of user-centred design and cybernetics.
- LO6 Understand relevant business models and practice approaches, and the value of communication and team working.

Application

- LO7 Develop comprehensive projects in a range of related subjects to a very high standard.
- LO8 Apply practical understanding of electronic and making skills in combination with design development and visualisation abilities.
- LO9 Edit, organise, and present work to a professional standard, employing appropriate processes and workflows, and making use of digital and print platforms for the dissemination of work.
- LO10 Operate for an extended period within a Professional Practice context (with Professional Practice Year only).

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The School of Architecture has a well-established studio-based approach to developing communities of practice within and across courses. This approach directly mirrors the experience in design practice and engenders a healthy peer support and learning mechanism, which augments and enhances the taught curriculum. These communities of practice have been seeded and nurtured in more general terms within the design studios in the school, as well as in specific subject areas such as the FabLAB and the TrakLAB. The open access nature of these resources has led to a natural coalescing of interested parties, facilitating discovery, independent learning, and the dissemination of new knowledge to the wider community.

The Industrial Design course will sit within this framework of cross disciplinary communities of practice, enriching the existing base with new approaches, technologies, and ideas. The course's close alignment with BSc Creative Computing will further bolster this ethos of cross disciplinary collaboration and idea sharing, enhancing students' skills in design communication and ideation.

The course follows an approach similar to most design subjects, of studio brief project development, which encourage an iterative process. This consists of discovery, definition, experimental development and delivery. These stages are the foundation for all design development exercises and are emphasised in each unit appropriately.

Prior to, or in the early stages of engagement with design briefs, students are "pre-loaded" with appropriate skills and technologies through practical skills workshops and seminars. These workshops offer a flexible approach to skills development, setting a datum of understanding for the whole cohort, but supporting those who wish, to exceed it. The course engages with the wider university teaching and learning departments through these workshops, for example engaging with Library and Learning Services team for research methodologies workshops, and with the Technical Resources team for practical skills workshops.

The course recognises the importance of providing education for sustainable design and has embedded this agenda within its philosophy. These include a focus on independent lifelong learning, recognising the importance of cross disciplinary collaboration, situating one's own practice and identifying destinations and employment opportunities. The course programme also emphasises the importance of an international approach to collaboration, learning and dissemination. This is especially relevant for courses such as Industrial Design as the community is truly global, and the language of good design is universal.

A flexible online learning strategy is a cornerstone of the course and its teaching strategy. Extensive use will be made of the UCA online learning systems, myUCA, to deploy course materials, unit handbooks and other communications. To augment these systems, students will also make use of online blogging platforms to document their project development and learning. The course places an emphasis on outward engagement, encouraging students to value their ideas and work as contributing to the broader practice.

The course is designed around an inclusive agenda, providing flexibility in all aspects of teaching, learning, and assessment, to adapt to different learners needs as required, enabling all students to reach their maximum potential. All students are encouraged to develop an independent approach to learning, respecting and learning from the culturally diverse community they are a part of.

In recognition of the diverse linguistic and academic backgrounds of students that the course will attract, the course team will work closely with the academic support team to embed orientation to discipline-specific academic conventions around assessment, research and communication as students encounter them.

Students in stage 2 have the opportunity to study abroad, at an appropriate and equivalent institution, for the whole of term 2, acquiring sixty-credits from the host university. This is optional but provides a valuable opportunity for those students who wish to diversify their learning experience, to travel and study abroad.

Employer and industry engagement are a key feature of the course, maintaining a constantly “live” link between the course delivery and the context of current practice. This is enabled by engaging current practitioners as studio tutors, visiting lecturers and guest critics.

Professional Practice Year:

The university facilitates placements, making use of its extensive industry connections to help find a paid role with a suitable employer. Students receive supervision in line with a Learning Agreement tailored to suit their particular employment circumstance. On conclusion of the placement, students return to complete the final year of study – applying their professional practice knowledge to help inform graduation project work.

Assessment Strategy

The course assessment strategy is inclusive with a diverse range of assessment. Throughout the course several assessment typologies are deployed. These might be best categorised as formative or summative types of assessment.

Formative assessment occurs on a continual basis throughout the course at the level of “tutorial” but is also more formally engaged with at key interim moments in projects where peer assessment or design crit assessment methods are utilised. In both of these instances’ students present their work visually and orally to their peers and/or guest critics. Feedback at formative assessment points does not affect grading, rather it provides an indication to the student, of their progress and trajectory.

Summative assessment takes place at the end of units and for most units will involve the production of a digital or printed design portfolio which demonstrates design process and outcomes. Summative assessment involves team marking and moderation to ensure a fair and unbiased grade is given to each piece of work.

The criteria and timetable for assessment is clearly presented within each unit handbook and is discussed at length in project introductions and reiterated at formative and summative assessment points.

Section F - Employability

All students are prepared for work placements at level 5 as part of the CoLAB 01 unit. Students subsequently undertaking the Professional Practice Year are on a work placement for an academic year between levels 5 and 6, extending the course to 4 years. The Professional Practice Year prepares students for employment by placing them in employment. Students graduate with an enhanced set of attributes stemming directly from industry experience and supporting employability, outlined in section B. The Professional Practice Year builds the course’s professional practice networks that in turn informs project work and the curriculum. The University’s Careers and Employment services, in conjunction with course team subject expertise, provide integral support to secure and monitor placements.

Students who do not undertake the Professional Practice Year may undertake a short work placement at level 6 in the CoLAB 02 unit, which also includes other specific professional practice activities – practice case study reports, interview preparation, portfolio preparation, cv writing etc.

Outside of work placement, the course specifically engages with employers as partners. These partners open their studios to the course to demonstrate their working practice, and mentor students in eg. interview situations. The course also pursues a proactive strategy of collaborating with industry and real clients on project briefs, to expose students to standards of professional expectation.

The School of Architecture’s dedicated Multistory lecture series brings in a host of diverse professional practitioners to enrich the course culture, professional outlook and orientation.

Learning gain sessions are held at level 5 in term and level 6 in the CoLAB units. These build student confidence by highlighting their development, progress and trajectory.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representative.