



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### Product Design

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

**Certificate of Higher Education (CertHE)**

**Diploma of Higher Education (DipHE)**

**Bachelor of Arts with Honours (BA (Hons))**

To be delivered from:

<b>Level</b>	<b>Date</b>
Level 1 or Certificate of Higher Education (CertHE)	2017-18
Level 2 or Diploma of Higher Education (DipHE)	2018-19
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2019-20

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## **1. Introduction**

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

## 2. Basic Programme Data

<b>Final Award:</b>	Bachelor of Arts with Honours (BA (Hons))
<b>Programme Title:</b>	Product Design
<b>Exit Awards and Titles</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
<b>Subject(s)</b>	Product Design
<b>Mode(s) of delivery</b>	Full Time Part Time
<b>Is there a Placement or Exchange?</b>	No
<b>UCAS code</b>	W200
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	School of Architecture & Design
<b>Programme Leader</b>	Stewart Bibby (SBibby)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	
<b>Programme Start Date</b>	2017-18

## **3. Programme Description**

### **3.1 Overview**

#### **3.2 Aims and Objectives**

The BA (Hons) Product Design programme aims to provide students with educational and learning experiences necessary to function effectively within a continually evolving design environment. The programme aims to promote an understanding of the essential communication and professional practices required to operate creatively and responsibly in a diverse market. The BA (Hons) Product Design programme is distinctive in that the emphasis is on the ability to be adaptive and receptive to cutting edge technologies, in a creative and responsible manner. The programme provides critical and creative competencies needed to design effectively and efficiently.

#### **QAA Subject Benchmark Statement(s):**

The BA (Hons) Product Design programme responds to the United Kingdom QAA benchmark statement(s) for the subject of Art & Design.

#### **Internal contexts:**

The BA (Hons) Product Design programme is a development of the successful pilot programme (1997-2001), and the subsequent BA (Hons) Product Design programme (2002-2008). The programme is currently delivered within the Lincoln School of Art & Design

#### **External contexts:**

The BA (Hons) Product Design programme is responsive to ongoing developments within the design industry, enabling designers to structure an adaptive approach to the discipline and to avoid stagnation. Development in materials, communication and conceptual thinking are encompassed to ensure that the designer can have continual autonomy with identified target markets.

#### **3.3 Variations to Standard Regulations and Guidance**

None

## 4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

### 4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 Understand and anticipate trends in selected target markets.
- 2 Recognise and understand the relevance of visual language within design
- 3 Appreciate the responsibility of the designer within a social context.
- 4 Identify the need to communicate effectively within the process of design
- 5 Recognise the importance of empathy and understanding in the generation of design proposals.
- 6 Identify the relevance of critical evaluation and review in the development process.
- 7 Comprehend the principles and theories of product forecasting
- 8 Interpret the relevance of research and design methodologies
- 9 Recognise the significance of brands.

### 4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 10 Consider and employ alternative solutions to the process of idea generation
- 11 Identify the importance of research in the generation of new markets.
- 12 Appraise and apply research for use in idea generation.
- 13 Contemplate and appreciate the significance of design approaches from a diverse range of disciplines and sources.
- 14 Consider a variety of cultural and ethical responses to identified criteria.

### 4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 15 Demonstrate an ability to generate conceptual proposals independently or collaboratively relevant to a particular set of criteria.
- 16 Examine, select and utilise an array of visual language solutions within the process of design.
- 17 Demonstrate the relevance of effective communication within identified markets.
- 18 Demonstrate an ability to select and utilise materials, methods and technologies, effectively and creatively.
- 19 Demonstrate an ability to identify and appreciate the potential of emerging technologies

associated to design.

- 20 Demonstrate the relevance of brand awareness within design
- 21 Examine the need to utilise branding within the design process.

#### **4.4 Transferable Skills and Attributes**

On successful completion of this programme a student will be able to:

- 22 Analyse and critically evaluate research findings in the formulation of independent judgements
- 23 Demonstrate an ability to undertake a recognised problem and generate a range of various solutions.
- 24 Exhibit an ability to produce effective and independent conclusions to identified problems.
- 25 Communicate effectively and professionally to diverse target markets using an array of considered methods
- 26 Work effectively as an individual, but also as a team member
- 27 Incorporate a broad range of management abilities to effectively solve problems.
- 28 Respond positively to constructive criticism and critical review
- 29 Effectively select solutions from a variety of sources.
- 30 Demonstrate an ability to respond to and accommodate change within design.

For details of each module contributing to the programme, please consult the module specification document.

## **5. Learning, Teaching and Assessment Strategies**

### **5.1. Learning and Teaching Strategy**

The teaching and learning strategy adopted within BA (Hons) Product Design stems from the programme learning outcomes, which have been developed to enable variable approaches to delivery and enhance performance. The programme pursues staged development, which initially engages in facilitating the attainment of appropriate core knowledge and understanding, and progresses increasingly towards significant periods of independent study. Various modes of delivery are utilised to ensure that there are opportunities for different learning styles and to encourage intellectual maturity, curiosity and enquiry.

The primary source of directed communication in level one is through lectures and seminars providing the opportunity for students to generate an initial understanding of design principles and methods effectively and efficiently. Comprehension of understanding and evidence of progression is demonstrated through project-based assignments and personal communication methods. The lecture programme incorporates a variety of practices to communicate visual images and artefacts, which promote interest and assist in the clarification of knowledge. Delivery of lectures is usually conducted within the lecture theatre, although opportunities exist for external delivery through liaison with the design industry. The structure of the seminars, in the design environment, compliments the lecture programme, and encourages more focussed discussion, analysis and critiques within smaller groups.

Delivery of formal information is supported through formative feedback and structured tutorials, which provide opportunities for, identified contact with the programme tutors. Tutorials are conducted on an individual or group basis and the structure evolves as an individual moves towards self-initiated learning.

The embracing of knowledge is promoted in the design studios and computer resource areas, where articulation of understanding is demonstrated and supported through a range of learning resources. Progressing from the initial stages of the programme, where the emphasis on directed study is the predominant mode of learning, negotiated learning strategies and learning plans evolve, to connect the student with the notion of significant independence and accountability. Collaborative investigation and interaction with peers provides opportunities to deploy interpersonal skills effectively and engage in formal and informal critiques. Professional development is emphasised in conjunction with critical awareness and analytical thinking, supporting the preparation for possible design related placements, facilitating links to creative practice and encouraging personally focussed learning. Study visits to specialist providers within the design sector, in the UK and overseas, enables direct experiences to be encountered and understanding of relevant practices to be enhanced. The formation of links with industry is an important aspect of the strategy as it ensures that the programme, staff and students are continually exposed to emerging technologies and practices, preventing stagnation, and providing opportunities for specialist visiting staff.

#### **Personal Development Planning (PDP):**

Throughout the programme students will be supported to critically reflect upon their learning and achievements so they may plan effectively for further study and career opportunities. This is known as Personal Development Planning (PDP) and along with a transcript of marks it forms a Progress File for the student. PDP is an active learning process that students manage for themselves with the support of the programme structure. It will become a resource that they can then use to generate CV's and statements for a range of applications, as well as enabling reflection upon on their own learning experience as a means to inform future personal and professional direction.



The following modules directly support PDP and the Subject Handbook will detail how students might collate this information:

- Design Contexts (Level 1)
- Design Contexts (Level 2)
- Dissertation (Level 3)

## **5.2. Assessment Strategy**

The assessment strategy within the BA (Hons) Product Design programme has been specifically selected to compliment various learning styles, relate clearly and directly to identify learning outcomes and to produce an appropriate range of methods for the demonstration of understanding and progression of knowledge. Formative and summative assessment strategies are continually used to ensure that knowledge and comprehension of skills and abilities is developed and evaluated. Formative assessment is conducted in the learning environment and through identified tutorial sessions where opportunities exist for discussion and formal or informal feedback. The utilisation of group tasks within the overall assessment strategy enables formative assessment to be conducted through verbal interaction and observation. Formative assessment is conducted to provide opportunities for improved student learning and supporting interim and summative assessment stages. Summative assessment within the programme is conducted utilising a broad array of approaches as specified in the individual unit assessment strategies. Summative assessment includes the formal presentation of an identified project based assignment within a set arena, oral presentations which include question and answer elements, interviews, placement reports and logbooks, written assignments and the presentation of personal research projects. As students progress towards self-directed study, there is an increased level of accountability and opportunities to demonstrate intellectual maturity at the summative stages exist within negotiated learning plans. The evaluation of learning comprehension is conducted through identified internal assessment teams and where appropriate includes opportunities for self-assessment and peer group assessment. External examiners are involved at identified stages to promote comparability of standards and to provide necessary feedback.

## 6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

### Level 1

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Design Thinking 2017-18	30	Core
Drawing 2017-18	30	Core
Visual Language 1 2017-18	30	Core
Design Contexts 1 2017-18	30	Core

### Level 2

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Cultures 2018-19	30	Core
Sensory Design 2018-19	30	Core
Visual Language 2 2018-19	30	Core
Design Contexts 2 2018-19	30	Core

### Level 3

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Negotiated Project 1 2019-20	30	Core
Negotiated Project 2 2019-20	30	Core
Futures 2019-20	30	Core
Product Design Dissertation 2019-20	30	Core

## Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

**Key:**  Delivered and Assessed     Delivered     Assessed

### Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Design Contexts 1 2017-18						✓						
Design Thinking 2017-18				✓	✓					✓		
Drawing 2017-18										✓		✓
Visual Language 1 2017-18												

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Design Contexts 1 2017-18					✓						✓	
Design Thinking 2017-18												✓
Drawing 2017-18												
Visual Language 1 2017-18				✓	✓							

	PO25	PO26	PO27	PO28	PO29	PO30
Design Contexts 1 2017-18	✓					
Design Thinking 2017-18						
Drawing 2017-18					✓	
Visual Language 1 2017-18						

### Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Cultures 2018-19					✓					✓	✓	
Design Contexts 2 2018-19						✓						

Sensory Design 2018-19		✓											
Visual Language 2 2018-19													
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	
Cultures 2018-19	✓												
Design Contexts 2 2018-19					✓						✓		
Sensory Design 2018-19				✓									
Visual Language 2 2018-19				✓	✓								
								PO25	PO26	PO27	PO28	PO29	PO30
Cultures 2018-19													
Design Contexts 2 2018-19								✓			✓		
Sensory Design 2018-19													
Visual Language 2 2018-19													

### Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
Futures 2019-20	✓									✓			
Negotiated Project 1 2019-20												✓	
Negotiated Project 2 2019-20												✓	
Product Design Dissertation 2019-20													
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	
Futures 2019-20			✓				✓			✓			
Negotiated Project 1 2019-20						✓						✓	
Negotiated Project 2 2019-20						✓						✓	
Product Design Dissertation 2019-20													
								PO25	PO26	PO27	PO28	PO29	PO30
Futures 2019-20									✓				✓

Negotiated Project 1 2019-20

Negotiated Project 2 2019-20

Product Design Dissertation 2019-20


## Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

### Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Design Contexts 1 2017-18												
Design Thinking 2017-18						15						
Drawing 2017-18				15								
Visual Language 1 2017-18												
	13	14	15	16	17	18	19	20	21	22	23	24
Design Contexts 1 2017-18		50						15				
Design Thinking 2017-18		35						15				
Drawing 2017-18		35										
Visual Language 1 2017-18			50									
	25	26	27	28	29	30	31	32	33	34	35	36
Design Contexts 1 2017-18				35								
Design Thinking 2017-18				35								
Drawing 2017-18				50								
Visual Language 1 2017-18			50									
	37	38	39	40	41	42	43	44	45	46	47	48
Design Contexts 1 2017-18												
Design Thinking 2017-18												
Drawing 2017-18												
Visual Language 1 2017-18												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Design Contexts 1 2017-18													
Design Thinking 2017-18													
Drawing 2017-18													
Visual Language 1 2017-18													

## Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Cultures 2018-19				15				15				20
Design Contexts 2 2018-19				15				15				20
Sensory Design 2018-19												50
Visual Language 2 2018-19												

	13	14	15	16	17	18	19	20	21	22	23	24
Cultures 2018-19						15				15		
Design Contexts 2 2018-19						15				15		
Sensory Design 2018-19												50
Visual Language 2 2018-19			50									

	25	26	27	28	29	30	31	32	33	34	35	36
Cultures 2018-19		20										
Design Contexts 2 2018-19		20										
Sensory Design 2018-19												
Visual Language 2 2018-19			50									

	37	38	39	40	41	42	43	44	45	46	47	48
Cultures 2018-19												
Design Contexts 2 2018-19												

Sensory Design 2018-19													
Visual Language 2 2018-19													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Cultures 2018-19													
Design Contexts 2 2018-19													
Sensory Design 2018-19													
Visual Language 2 2018-19													

### Level 3

	01	02	03	04	05	06	07	08	09	10	11	12	
Futures 2019-20						15							
Negotiated Project 1 2019-20							50						
Negotiated Project 2 2019-20													
Product Design Dissertation 2019-20													
	13	14	15	16	17	18	19	20	21	22	23	24	
Futures 2019-20		35						15					
Negotiated Project 1 2019-20		50											
Negotiated Project 2 2019-20									50				
Product Design Dissertation 2019-20													
	25	26	27	28	29	30	31	32	33	34	35	36	
Futures 2019-20				35									
Negotiated Project 1 2019-20													
Negotiated Project 2 2019-20				50									



Product Design Dissertation 2019-20				100									
	37	38	39	40	41	42	43	44	45	46	47	48	
Futures 2019-20													
Negotiated Project 1 2019-20													
Negotiated Project 2 2019-20													
Product Design Dissertation 2019-20													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Futures 2019-20													
Negotiated Project 1 2019-20													
Negotiated Project 2 2019-20													
Product Design Dissertation 2019-20													

## Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

### Knowledge and Understanding

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO1									
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO1								
PO2								
PO3								
PO4								
PO5								
PO6								
PO7								
PO8								
PO9								

### Subject Specific Intellectual Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09

PO10									
PO11									
PO12									
PO13									
PO14									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO10								
PO11								
PO12								
PO13								
PO14								

### Subject Specific Practical Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO15									
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO15								
PO16								
PO17								
PO18								
PO19								
PO20								

PO21

## Transferable Skills and Attributes

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO22									
PO23									
PO24									
PO25									
PO26									
PO27									
PO28									
PO29									
PO30									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO22								
PO23								
PO24								
PO25								
PO26								
PO27								
PO28								
PO29								
PO30								

## **Appendix IV: Benchmark Benchmark Statement(s)**

**Art01** - *Present evidence that demonstrates some ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity.*

**Art02** - *Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.*

**Art03** - *Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.*

**Art04** - *Make connections between intention, process, outcome, context, and methods of dissemination.*

**Art05** - *Knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)*

**Art06** - *Knowledge and understanding of the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants.*

**Art07** - *Knowledge and understanding of major developments in current and emerging media and technologies in their discipline(s)*

**Art08** - *Knowledge and understanding of the significance of the work of other practitioners in their discipline(s)*

**Art09** - *Exercise self-management skills in managing their workloads and meeting deadlines.*

**Art10** - *Accommodate change and uncertainty.*

**Art11** - *Analyse information and experiences, and formulate reasoned arguments.*

**Art12** - *Benefit from the critical judgements of others and recognise their personal strengths and needs.*

**Art13** - *Apply interpersonal and social skills to interact with others.*

**Art14** - *Communicate ideas and information in visual, oral and written forms.*

**Art15** - *Present ideas and work to their audiences.*

**Art16** - *Apply information skills to navigate, retrieve, and manage information from a variety of sources.*

**Art17** - *Select and employ communication and information technologies.*