Coventry University  
Faculty of Arts and Humanities  
Industrial Design

Programme Specification:

MSc Industrial Product Design  
ADT072) (1 year programme)

MSc Design and Transport  
ADT073 (1 year programme)

MA Interior Design  
(ADT074) (1 year programme)

Acting Head of School: John Devane  
Associate Head of School Student Experience: Karen Bull

2017-2018

CU RAP January 2015  
Revised May 2016 to include CMI

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
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Introduction

The Department of Industrial Design at Coventry University has global significance providing designers careers around the world and being one of the largest recruiters from across the continents of Europe and Asia. It has collaborative links both at research and teaching levels with Europe, China, India, America and South America. The department is embedded within the CSAD [Coventry School of Art and Design] which originated as a design school in 1843 focusing on industry and manufacturing. It continues to reflect this focus producing design practitioners and thinkers who emerge from the courses professionally prepared to enter practice and regularly becoming design leaders and innovators in their fields. The department has grown from an industrial design course with transport and product at its heart into a diverse centre for industrial design, practise and research across the disciplines of automotive, product, transport and more recently interior design. All subjects are catered for at Undergraduate and Postgraduate levels (i.e BA (Hons), MDes, MA, MSc, MPhil and PhD).

During the last three years the Department of Industrial Design has been re-aligned into a course-based department. The department is moving towards a more integrated and efficient research and learning environment that has greater resilience to change. This is also in line with the University’s declared objectives of being course centred and research informed. The future vision of the department is to create a design led environment where scholarship, learning and industry take place to mutual enrichment. Students, external partners and scholars work together in applied creativity and innovation that provides benefit and opportunity for the CSAD community, Coventry University and Society.

The department is structured around four undergraduate courses and five postgraduate courses. It is centred in the Industrial Design Centre in the Maurice Foss Building. The environment is focused around learning and knowledge sharing and being a centre that can be identified as the ‘home’ of Coventry Industrial Design for potential applicants, commercial partners and the community of staff and students. It aims to enhance external communication and publicity profile of Coventry’s world leading Automotive Design School. The environment is professional and studio-focused, creative and open in atmosphere. This all contributes to an Industrial Design Media Based Community to which staff, current students, industrial associates, alumni, secondary schools staff, alumni, and other interested parties can belong to and take part.

There are three courses included in this programme specification and these are aimed at deepening a student's design subject area experience. However these courses might attract students from broader creative disciplines such as engineering/design business/marketing. In this situation, applicants will be required to demonstrate competence in alignment with the scope of the courses being applied for and appropriate specialist interests.

This programme includes the mandatory completion of a 10 credit module called Global Professional Development – Creativity, Change and Innovation where students will demonstrate understanding and knowledge of the principles of consultancy and the theories and practices found in leadership. Students who successfully complete the module and meet the CMI evidence requirements will gain a L7 Certificate in Strategic Management and Leadership and a L7 Award in Professional Consulting, based on the following units:

1. Strategic Leadership (Unit 7013V1 from the L7 Strategic Management and Leadership qualification)
2. Strategic Leadership Practice (Unit 7014V1 from the L7 Strategic Management and Leadership qualification)
3. Implementing Organisational Change Strategies (Unit 7010V1 from the L7 Professional Consulting qualification)

This will enable students to apply for Chartered Manager status via the qualified route, once the other entry criteria have been met.

MSc Industrial Product Design (IPD) and MSc Design and Transport [D&T] MA Interior Design [IND]. The curriculum incorporates trans-disciplinary and trans-cultural collaborative team projects with a strong professional focus. The course aims to provide flexibility to support individual student requirements and specialist aspirations. The curriculum framework is designed to allow potential expansion of PG provision in the form of a growing ‘cluster’ of courses e.g. by adding (subject to normal approval process) specialist exit titles based on market demand. The general framework includes Semester 1 (60 Credits) Design Innovation and Collaboration (common to all MSc (IPD, D&T) and MA (IND) students), Semester 2 (60 Credits) specialist skills development (depending on your enrolled specialist exit title) and Semester 3 (60 Credits) is dedicated to Final Major Project (FMP) (common to all MSc and MA students). Whilst each course has a separate emphasis maximal use of common of modules between these courses and existing courses is employed and with specialist tutor contributions made in the form of dedicated teaching in Semester 2 and tutor mentoring in Semesters 1 and 3.

**MSc Industrial Product Design:**
The MSc IPD course takes a user-centred, inter-disciplinary approach to the social impact of design, design
management, design innovation, design technology, and global design issues. Central to all aspects of the course is the engagement of critical and creative thinking that enables students to see beyond the surface of a design problem and to arrive at IPD solutions that are innovative, inspirational and effective. [Expected student numbers on this course are 15+]

**MSc Design and Transport:**
D&T is a specialised course that deals with a broad range of transport themes, from passengers to freight and cargo but is not normally focused on automotive industry project. There are opportunities to explore and to critique the visual language, aesthetic form, and ergonomics of transport devices and consider the implications and scenarios of transportation design at a system level. This course has at its centre the application of critical and creative thinking to enable students to see beyond the surface of a design problem and to arrive at transportation design solutions that are innovative, inspirational and effective. [Expected student numbers on this course are 15+]

**MA Interior Design:**
The course covers wide scope of Interior Design subject area in terms of scale and realisation. Through series of explorative projects students will have opportunity to critique and develop aesthetics and visual language of spatial environments within different cultural and socio-economic contexts. (Expected student numbers +15)
# Part 1: Programme Specification for

**MSc Design and Transport**

**MSc Industrial Product Design**

## 1 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance*</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Design &amp; Transport</td>
<td>12 month FT/24 month PT</td>
<td></td>
<td>All at Level 7</td>
</tr>
<tr>
<td>PgD Design &amp; Transport</td>
<td>8 month FT/16 month PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA Interior Design</td>
<td>12 month FT/24 month PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PgD Interior Design</td>
<td>8 month FT/16 month PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc Industrial Product Design</td>
<td>12 month FT/24 month PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PgD Industrial Product Design</td>
<td>8 month FT/16 month PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PgC Design Innovation and Collaboration</td>
<td>4 month FT/8 month PT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2 Awarding Institution/Body

Coventry University.

## 3 Collaboration

## 4 Teaching Institution and Location of delivery*

Coventry University.

## 5 Internal Approval/Review Dates

- Internal Review: December 2014
- University Review: March 2015
- Date for next review: TBC

## 6 Programme Accredited by

‘Not Applicable’.

## 7 Accreditation Date and Duration

‘Not applicable’.

## 8 QAA Subject Benchmark Statement(s) and/or other external factors

Art and Design
http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf

Also informed by:
http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf

## 9 Date of Programme Specification

January 2015

## 10 Programme Manager/Course Tutor

Clive Hilton and Seid Porobic
11 Educational Aims of the Programme

The general aims of the Design & Transport and Industrial Product Design and Interior Design courses are to:

1. develop advanced knowledge and critical comprehension of the application and practices of the industrial designer and related specialists;
2. provide students with a critical knowledge of the latest techniques and skills in the practise of design principles in the context of different stakeholder perspectives;
3. develop within students clear presentation and communication techniques appropriate to a multidisciplinary audience;
4. equip students to engage innovatively in the trans-cultural and trans-disciplinary design environment;
5. develop interpersonal skills which enable the graduate to operate within global design teams and develop a ‘global professional design identity’;
6. develop a creative and self-directed approach to learning and analysis;
7. encourage the analysis and synthesis of solutions within a global industrial design context;
8. equip students with a range of specialist skills and understanding to be able to operate within an identified professional ‘community of design practice’.

Students will be attracted to the courses from a broad range of disciplines with a commensurate wide scope of specialist knowledge. An intermixing of these skills will be encouraged through joint project assignments where each student will have the opportunity to contribute their specialist knowledge within collaborative and professionally oriented design project experiences.

MSc Design & Transport

Design & Transport will cater for students who are interested in applying design skills to surface, sea, air and space transportation. The recruitment pool for applicants will include, but not limited to, Industrial Design graduates and graduates in product design, transport design, engineering, the sciences and ergonomics as well as practicing professionals, for example, town planners, automotive engineers, police officers.

The aims specific to the MSc Design & Transport course are to:

1. provide students with the knowledge to function as effective practitioners within the field of design applied to transportation vehicles and infrastructure;
2. apply innovation and design operations to all forms of air, rail, road, space and sea transport and in relation to a wide range of user scenarios and contexts;
3. provide students with the knowledge to function as effective practitioners within the field of design with particular emphasis placed on the design process as a part of the industrial process;
4. provide an advanced education in industrial design thinking, conceptual design generation, selection and development lateral thinking and cross-fertilisation techniques to facilitate innovative transport design solutions.

MSc Industrial Product Design

Industrial Product Design will be a course which will provide the student with the skills necessary to produce an industrial product design within a stakeholder context and working parameters defined by relevant production methods and processes, materials, economics markets and trends. The recruitment pool for applicants will include, but not be limited to graduates of industrial design, product design, transport design, engineering, ergonomics, and the sciences.

The aims specific to the MSc Industrial Product Design course are to:

1. provide students with the knowledge to function as effective practitioners within the field of design with particular emphasis placed on the design process and its stakeholder interactions;
2. be able to apply innovation and critical design operations to all forms of product design from domestic to service products and in relation to a wide range of user requirements and user contexts;
3. provide students with the knowledge to function as effective practitioners within the field of design with particular emphasis placed on the design process as a part of the industrial process;
4. provide an advanced education in industrial design thinking, conceptual design generation, selection and development lateral thinking and cross-fertilisation techniques to facilitate innovative product design solutions.
MA Interior Design

Interior Design will be a course which will provide the student with the skills necessary to produce spatial and interior product design solutions within a cultural and socio-economic context defined by relevant methods and processes, materials, markets and trends. The recruitment pool for applicants will include, but not be limited to graduates of interior design, product design, architecture and transport design.

The aims specific to the MA Interior Design course are to:

1. provide students with the knowledge to function as effective practitioners within the field of Interior design with particular emphasis placed on the design process, wider context and its stakeholder interactions;
2. be able to apply innovation and critical design operations to all forms of spatial design from domestic to large spaces and complex programmes, in relation to a wide range of user requirements and user contexts;
3. provide students with the knowledge to function as effective practitioners within the field of design with particular emphasis placed on the design process as a part of the industrial process;
4. provide an advanced education in industrial design thinking, conceptual design generation, selection and development lateral thinking and cross-fertilisation techniques to facilitate innovative interior design solutions.

12 Intended Learning Outcomes

This programme refers to the QAA Masters Degree Characteristics Document and UG Subject statements for Art and Design [UG] as well as Coventry University's Code of Practice for Academic and Professional Skills Development.

http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf

http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf

Section 21 maps the intended learning outcomes as described in the next section to the programmes mandatory and option modules (as listed in section 20)

Section 22 shows the capabilities that students will be taught, given the opportunity to practise and will be assessed in.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

12.1 Knowledge and Understanding

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1 apply creative and logical thinking processes to the business of solving design problems and develop ideas through to ‘material outcomes; (in the form of design sketch and presentation drawings, models, essays and reports or other ‘texts’ including visual/oral/audio presentations, and computer/video presentations).

KU2 evidence analytical and critical ability in relation to design including the ability to undertake technical and visual analysis to critically assess designed objects in relation to their engineering, historical, social, ethical, political, cultural, business and environmental contexts.

KU3 critique the various means by which one can represent design; select and use various 2D, 3D, and computer aided techniques appropriately to communicate design intent and detail - having gained confidence in their application.

KU4 understand the processes required to practise as a professional in an industrial environment.

KU8 the principles of consultancy and organisational change and the theories and practices of strategic leadership.

Course specific Intended Learning outcomes are to:

Industrial Product Design
KU5 demonstrate the application of appropriate aesthetic sensibilities in relation to mass produced artefacts and an understanding of the relationship between aesthetic and utilitarian dimensions (form and function).
Design & Transport
KU6 apply relevant engineering knowledge and understanding in design project work

Interior Design
KU7 Demonstrate understanding, dynamic and application of Interior spatial aesthetic sensitivities.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU1 Tutorials and studio sessions</td>
<td>Verbal/visual presentations, written and other submissions.</td>
</tr>
<tr>
<td>KU2 Seminars, tutorials, lectures and blended learning</td>
<td>Verbal/visual presentations, written and other submissions.</td>
</tr>
<tr>
<td>KU3 Seminars, tutorials and workshop sessions</td>
<td>Verbal/visual presentations and submissions of work</td>
</tr>
<tr>
<td>KU4 Seminars, lectures and tutorials</td>
<td>Verbal/visual presentations and submissions of work</td>
</tr>
<tr>
<td>KU5 Lectures, seminars and tutorials</td>
<td>Verbal/visual presentations and submissions of work</td>
</tr>
<tr>
<td>KU6 Lectures</td>
<td>Written submissions</td>
</tr>
<tr>
<td>KU7 Lectures, seminars, tutorials</td>
<td>Verbal/visual presentations and submissions of work</td>
</tr>
<tr>
<td>KU8 Workshops, online tutorials, textbooks, journals, cross-disciplinary group work, debates, CMI online resources.</td>
<td>Portfolio.</td>
</tr>
</tbody>
</table>

12.2 Cognitive (thinking) Skills
On successful completion of the programme a student should be able to:

CS1 generate a wide range of ideas, concepts, proposals solutions or arguments independently and /or collaboratively in response to set briefs or self-initiated activity

CS2 practice and evaluate the processes involved in group and in independent work, including both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry and visualisation.

Course specific Intended Learning outcomes are to:

Industrial Product Design
CS3 analyse the interrelationships within and between aspects of design.

Design & Transport
CS4 engage in integrated design practice based on the acquisition, understanding and application of skills and working methods typically practised by transport designers

Interior Design
CS5 analyse and synthesise spatial complexities of interior design

Teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1 Seminars, tutorials and studio based teaching</td>
<td>Verbal/visual presentations, written and other submissions.</td>
</tr>
<tr>
<td>CS2 Seminars, tutorials and studio based teaching</td>
<td>Verbal/visual presentations of design work, written submissions</td>
</tr>
<tr>
<td>CS3 Seminars, tutorials and studio based teaching</td>
<td>Verbal/visual presentations of design work and other</td>
</tr>
<tr>
<td>Course</td>
<td>Type of Teaching</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>CS4</td>
<td>Seminars, tutorials and studio based teaching</td>
</tr>
<tr>
<td>CS5</td>
<td>Seminars, tutorials and studio based teaching</td>
</tr>
</tbody>
</table>
12.3 Practical Skills

On successful completion of the programme a student should be able to:

**PS1** practise collaborative and independent work to realise a resolve problems across a range of practical, creative and theoretical projects, to analyse design problems and to provide appropriate design solutions.

**PS2** demonstrate skills associated with professional practice; working in multi-disciplinary design and manufacture teams, time management, project management, professional level communication, self-promotion, interview technique, information gathering and use of information and communication technology as appropriate.

**PS3** employ materials, media, techniques, methods, technologies and tools associated with design through technical analysis, drawing, modelling and/or computer visualisation methods using skill and imagination.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1 Tutorials, self-directed projects and seminars</td>
<td>Verbal/visual presentations and other submissions of design work. The students present their individual and group work at a seminar of their peers and staff.</td>
</tr>
<tr>
<td>PS2 Studio based projects and self-directed projects</td>
<td>Verbal/visual presentations, submissions both written and other</td>
</tr>
<tr>
<td>PS3 Workshop exercises</td>
<td>Verbal/visual presentations and other submissions of design work</td>
</tr>
</tbody>
</table>

12.4 Transferable Skills

On successful completion of the programme a student should be able to:

**TS1 personal capabilities:** analysis, presentation, learning, concentration, management of personal workloads, meeting deadlines and the ability to demonstrate reflective and independent thinking

**TS2 interpersonal capabilities – communication skills:** understanding and judgement, effective communication in a variety of oral, written, visual and performance media, the ability to synthesise, organise material and present written work

**TS3 interpersonal capabilities – working with others:** handling interpersonal issues including negotiation, group dynamics, role recognition and an ability to implement them in a variety of contexts

**TS4 interpersonal capabilities:-- leading others:** man management, delegation and decision making

**TS5 vocational capabilities:** critical, analytical, creative and physical skills; the ability to develop ideas and construct arguments and appreciate the values, culture, structure and processes of work organisations within the design industries

**TS6 numerical capabilities:** the ability to interpret and present numerical data appropriate to work in design

**TS7 information technology capabilities:** the ability to make confident use of computer-based systems, for communication and learning purposes and specialist modelling and animation software as appropriate

**TS8 innovative and problem-solving capabilities:** the ability to apply creative and imaginative skills to the execution of individual and group projects involving the definition, analysis and resolution of complex problems

Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules.

The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.
13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

The Design & Transport (D&T), Industrial Product Design (IPD) and Interior Design (IND) courses will comprise modules taught at Masters level 7. All of these modules have been designed to operate within the University’s modular framework. The duration of the course will be 12 months full-time and 24 months part-time for Masters degree with stopping off-points at PgC and PgD level [September to September]. The larger modules are semester focused and designed to: allow more flexibility in terms of the taught programme; respond to a desire for rationalisation of the number of modules; make more manageable the assessment points which will mainly comprise coursework submission. It also provides scope for further emphasis upon client-led or collaborative projects with industry and potentially short term placements. The Final Major Project will involve evidenced design research activity leading to a design project phase.

Part of the course includes the mandatory completion of a 10 credit module called Global Professional Development – Creativity, Change and Innovation where students will demonstrate understanding and knowledge of the principles of consultancy and the theories and practices found in leadership. Students who successfully complete the module and meet the CMI evidence requirements, will gain a L7 Certificate in Strategic Leadership and Management and a L7 Award in Professional Consulting. This will enable students to apply for Chartered Manager status via the qualified route, once the other entry criteria have been met.*

Overview of Course Structure

- All of the modules relating to a specific exit title are mandatory.
- “Students who successfully complete the module and meet the CMI evidence requirements, will gain a L7 Certificate in Strategic Leadership and Management and a L7 Award in Professional Consulting.”

The cascade of awards for each of MSc/MA course is:

**Design & Transport**

MSc (Full and Part time) 120 credits from the above modules plus:
M102ID Final Major Project (60 credits)

PgDip (Full and Part Time) 60 credits from the above plus:
M01TD Design and Transport Specialism (50 Credits)
M003CRB Global Professional Development – Creativity, Change and Innovation (10 Credits)

PgCert Design Innovation and Collaboration (Full time and Part Time) 60 credits to include:
M101ID Design Innovation and Collaboration (60 Credits)
Industrial Product Design
MSc (Full and Part time) 120 credits from the above plus:
M102ID Final Major Project (60 credits)

PgDip (Full and Part time) 60 credits from the above modules plus:
M01PD Industrial Product Design Specialism (50 Credits)
M003CRB Global Professional Development – Creativity, Change and Innovation (10 Credits)

PgCert Design Innovation and Collaboration (Full time and Part time) 60 credits to include:
M101ID Design Innovation and Collaboration (60 Credits)

MA Interior Design
MSc (Full and Part time) 120 credits from the above modules plus:
M102ID Final Major Project (60 credits)

PgDip (Full and Part Time) 60 credits from the above plus:
M101IND Interior Design Specialism (50 Credits)
M003CRB Global Professional Development – Creativity, Change and Innovation (10 Credits)

PgCert Design Innovation and Collaboration (Full time and Part Time) 60 credits to include:
M101ID Design Innovation and Collaboration (60 Credits)

Modules within the programme, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in section 20.
14 Support for Students and their Learning

University wide support mechanisms for students including the Centre for Academic Writing (CAW), library services, well-being services and the disability office will be available to students. Students will be offered an induction programme when commencing their studies which will introduce these main support systems and online tools of the wider University while also orientating students to the key structures and characteristics of their chosen course.

The induction period includes the above introductions to University wide support services and facilities but also focuses on developing the student’s familiarity with their course and cohort. Normally this involves an external day trip to allow students to get to know each other socially and open design discourse. This initial week allows space for students to orientate with their study setting and also deal with other local orientation issues e.g. dealing with external issues such as accommodation or finance. The curriculum is explored and initial introductions to modules are made.

Facilities and Resources: The programme is taught within a refurbished studio environment in the Maurice Foss Building (PG Suite). The studios are set up with audio visual equipment for collaborative learning, creative engagement and seminar activities. The environment is designed to have a highly professional feel. There are significant technical facilities including two large material workshops for machining and hand production. The facilities include laser cutting, rapid prototyping, desktop CNC milling and 3D printing facilities. These are housed in the Graham Sutherland Building. Also in the Graham Sutherland building is a CSAD dedicated print bureau for large scale printing and an Art Shop that caters for many student consumable needs. In Graham Sutherland there are computing suites where students will engage with 2D and 3D digital learning and assignments. Modelling, animation and some analysis software are made available as well as typical graphic and word processing packages.

As our mission is to support the development of globally and professionally minded graduates we allow students to engage where relevant and in line with University requirements students to engage with designers, alumni networks and at times arrange very short periods of remote study to help them carry out design research in their field. All Tier 4 monitoring systems are adhered to in this instance. Attendance is monitored in line with University requirements.

Student Support: The department operates a course based tutorial system and at PG level we assign subject relevant mentors. At PG level Course Directors take a lot of responsibility for student support and monitoring and ensure that effective monitoring arrangements are put in place. The Course Director implements a system of group tutorial teaching for both academic purposes and to ensure an Academic Pastoral Tutoring system is implemented. This support may include academic support and advice, careers advice, and general information. We are also strengthening our network of Alumni which has a positive influence, providing potential student networking/collaboration opportunities. Students will also have an opportunity to feedback about the course and other University issues in line with University procedures including the Student Rep and Student Forum system. However Course Tutors regularly encourage students to share course related feedback with them on an informal during weekly Housekeeping events.

Students receive written and audio feedback on their work at both formative and summative stages of their course. Students can approach Module Leaders for further feedback if necessary. Our VLE is a core communication centre for students and there are both Module Webs and a Departmental Programme Webs for this purpose. Online student feedback to PG students is done through Moodle and its associated systems. The University has an online support team who can help with any VLE or IT issues.

The Industrial Design Course and Departmental Administrator and Registry staff offer a further layer of support for students offering a point of communication for all student and course related enquires, including direction towards the wider university support systems.

Students with Disabilities

1. Coventry University is committed to a policy of equality of opportunities and access, and recognises that disabled students have an equal right of participation in higher education. The University will make reasonable adjustments, where necessary and feasible, to facilitate this.
2. In this provision all disabled students, whatever their impairment, are included.
3. All disabled students should be able to participate fully as far as reasonably practical in the full range of academic, cultural and social activities available within the University
4. Disabled students should be encouraged to expect both equal treatment as individuals and that they and their work will be considered solely on merit
5. Students will be urged to disclose their disabilities on application and throughout their student life to facilitate appropriate support.
It is possible at a course level to negotiate the adjustment of some technical or learning facilities to enable students to participate effectively with their studies. Some aspects such as the operation of workshop equipment would need individual assessment but support would be available through negotiation in particular cases to allow students to complete projects.

Normally our PG courses are studio focused and so we do not offer a distance learning model. However there are times where we need to support International or individual placement students and we do this by utilising tools such as VLE (Moodle) or SKYPE. We do intend to build on our industry/institutional links overseas and develop our cross-cultural and collaborative approaches to designing and learning. In this case many of team are familiar with using online learning tools or VLEs and videoconferencing devices to engage with external collaborators or institutes or Alumni.

15 Criteria for Admission

Applicants should ideally hold a good honours Degree 2.2 or above (or its international equivalent) in a design related discipline.

However, applications from candidates with relevant experience will also be considered on an individual basis and they may be eligible to apply for advanced standing Accreditation of Prior Learning or Prior Experiential Learning, [APEL] up to 120 Credits

International applicants must also hold a minimum of 6.5 score in the IELTS test for English language (with a minimum score of 5.5 across all skills). IELTS 6.0 may be considered with additional pre-sessional English Support.

Applicants must provide a convincing portfolio of relevant Art and Design work. This must be presented at interview or submitted by post/onine for international applicants.

Our requirements for all courses are in line with the standard requirements for entry to Postgraduate courses at Coventry University.

16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

The Programme is managed by the Industrial Design Board of Study of the Faculty/School of Art and Design. The Programme Assessment Board (PAB) for Industrial Design is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality and Enhancement Monitoring process (CQEM). Details of the CQEM process can be found on the Registry's web site.

Students are represented on the Student Forum, Board of Study and Faculty/School Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

17 Regulation of Assessment

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

Awards for Taught Master programmes may be made with Distinction or Merit (i.e. achievement of an average mark of at least 70% or 60% respectively).
The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA benchmark statements for Art and Design for UG (No PG Art and Design exist but PG level guidance has been followed).

- **Departmental Achievements**
  - The department has since the initiation of its first Industrial Design (Transportation) course in 1973 achieved high profile, but in last 10 years especially is notable for being awarded a **Centre of Excellence in Teaching and Learning** in 2005 by the Higher Education Funding Council in a competitive bid. It won the **Sir Misha Black Award** for Innovation in Design Education (2007) and the **Queen’s Anniversary Prize** for Higher and Further Education for ‘Educating tomorrow’s leaders in automotive design’ (2007). The US-UK Fulbright Awards Programme Scholarship Award was presented in 2009. The **Cecil Angel Cup** was awarded for the ‘significant enhancement of the University’s international reputation’. In the last few years the University has held significant symposiums on the future of transport design as well as co-hosting an international ‘**Coventry Car Day**’ (2012) which celebrated contribution to 20 years of Coventry University Achievement (See Appendix 9.2).

- Academic collaborations and partnerships are in continuous development. Core representatives from the department make regular international visits to academic institutions with the intention of helping to form academic partnerships. For example, key institutes include NJUST (China) where a 3+1 curriculum agreement has been implemented from 2013, student visits and design Summer schools with ZUMC.

- In addition to these academic achievements the department maintains a continuous effort to build upon applied research, industry engagement and collaboration beyond that which directly supports the curriculum experience. These activities serve to underpin the currency of our programmes and promote engagement with specialists and industry.

  Examples include:
  - The ongoing achievements of the EU Leonardo funded **EBDIG [European Boat Design and Innovation Group]** centre (Since 2012) and consultancy project with **Caledonian Maritime Assets Ltd** and the DHLE associated ‘**Future of Learning Environment**’ project with **Herman Miller** (since 2012);
  - Funded projects including EU funded ‘**Ergoworks**’ with international partners, FP7 EU funded **METPEX** (MEasurement Tool to determine the quality of Passenger EXperience) and the **Perceived Quality Research Lab** with industrial partners add to our professional engagement.
  - Conference events managed from within the department including the **RINA conference** in 2011 (to be followed with a conference this September 2014) and the **ITS-UK Automotive User Interest Group** in 2013;
  - Proposal and establishment of the **DRS special interest group SIG for Design Pedagogy**
  - **Centre of Excellence for Product and Automotive Design (CEPAD)** which encompasses a wide range of design–related activities including: design and ergonomics, design pedagogy, application of biomechanics to design, and commercial design activity.
  - **Automotive and Transport Design Team: Joint winner (With BES) of the CU Teaching Excellence Awards for Employability (June 2014)**

We strive to develop high level associations with experts in the industry and this portfolio of experts form part of our framework for creating collaborative and client led student projects. An example is **Director of Imagination Ltd** who is a branding consultant for companies such as Jaguar Land Rover and Ford and works with the product design students each year. The University awarded the Director an Honorary Doctorate in 2012.

**Subject Review**
The report of QAA’s Institutional Audit undertaken in November 2008 confirmed that

- Confidence can be placed in the soundness of the institutions current and likely future management of the academic standards of its awards
Confidence can be placed in the soundness of the institutions current and likely future management of the quality of the learning opportunities.

The last Subject Review took place in 2001. Art & Design achieved a total score of 22 out of 24.

<table>
<thead>
<tr>
<th>Comprising:</th>
<th>Student Support and Guidance</th>
<th>Teaching Learning and Assessment</th>
<th>Learning Resources</th>
<th>Curriculum Content Design and Organisation</th>
<th>Quality Management and Enhancement</th>
<th>Student Progression and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

RAE rating
Coventry School of Art and Design entered 34 fte members of staff for REF 2014 under Unit of Assessment 34, ‘Art and Design: History, practice and theory’. Research was entered under four themes:

**Performance** – embraced dance, theatre, drama and music
**User-Centred Design, Transport and Mobility** – included industrial design, human factors, health design, automotive, transport/mobility systems and logistics
**Media and Learning in the 21st Century** – explored disruptive social and open media, creative archiving, immersive, mobile and interactive media, design of learning environments and art and design pedagogy
**Visual Arts** – encompassed art theory and practice, and art and design history

The results were very successful, with 31% of research outputs deemed ‘World Leading’, compared to 5% in RAE 2008, and a total of 71% at 4* and 3* (World Leading and Internationally Excellent research), compared to 60% in RAE 2008. There was a Grade Point Average (GPA) of 2.98 (on a scale from 1 the lowest to 4 the highest) – significantly this is used for the league table metrics and was previous 1.7. The School was also ranked No6 in the UK for Research Impact (THES) out of 84 and 11th in the Research Power ranking (THES - takes account of research quality combined with the percentage of staff submitted). The overall combined ranking was 26 in the UK on GPA (Guardian). One of the notable changes to this Unit of Assessment was the inclusion of History of Art for the first time which now includes many research intensive Universities. This has led to submissions which are significantly more selective and competitive. Therefore our performance is particularly pleasing and whilst our ranking overall hasn’t changed greatly, we have been able to hold our own in an extremely challenging Unit of Assessment.

19 Additional Information

Key sources of information about the course and student support can be found in
- Faculty/School Handbook
- Student Handbook
- Module Guides
- Module Information Directory ([https://webapp.coventry.ac.uk/MidWebNext/Main.aspx](https://webapp.coventry.ac.uk/MidWebNext/Main.aspx))

Study Support information is accessible from student services home page

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
## 20 Mandatory and Option Modules

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Credit value</th>
<th>Pre/Co requisite</th>
<th>MSc Design and Transport</th>
<th>MSc Industrial Product Design</th>
<th>MA Interior Design</th>
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<tbody>
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<td>Design Innovation and Collaboration</td>
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<td>Design and Transport Specialism</td>
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<td>M003CRB</td>
<td>Global Professional Development – Creativity,</td>
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<td></td>
<td>Change and Innovation</td>
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<td>M102ID</td>
<td>Final Major Project</td>
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</table>

**Key**  
M = Mandatory (i.e. must be studied and passed for the named award)  
O = Option
### 21 Curriculum Map

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Cognitive Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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</tr>
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<td>x</td>
</tr>
<tr>
<td>M01PD</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>M003CRB</td>
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<td></td>
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</tr>
<tr>
<td>M102ID</td>
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</table>

### 22 Capabilities (Skills) Map

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Learning to Learn</th>
<th>Working with others</th>
<th>Problem Solving and Innovation</th>
<th>Numeracy</th>
<th>IT and Online Learning</th>
<th>Communication</th>
<th>Career Management</th>
<th>Information Management</th>
<th>Personal Development Planning</th>
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</table>

Key: T=Taught, P=Practiced, A=Assessed
The Code of Practice for Academic and Professional Skills Development requires that each of the capabilities be demonstrated at least once during the programme.

**Capability Outlines (from the Code of Practice for Academic and Skills Development)**

**Learning to Learn** – Students should be ready to accept responsibility for their own independent learning. They should also be able to reflect on their learning and appraise their capabilities and achievements. Students should also be able to identify their individual needs for effective learning.
**Working with Others** – Students should be able to work effectively as part of a group, and respect the dignity, rights and needs of others.

**Problem Solving and Innovation** – Students should be able to use problem-solving skills in a variety of practical situations. They should be able to demonstrate creativity, flexibility, perception, decisiveness, confidence and an awareness of values.

**Numeracy** – Students should be able to interpret, analyse and present numerical data.

**IT and Online Learning** – Students should be able to use computer-based systems for learning, communicating, collaborating with peers and tutors, and working with data.

**Communication** – Students should be able to communicate effectively in appropriate forms in a wide variety of situations.

**Career Management** – Students should appreciate the values, culture, structure and process of work organisations relevant to their area of study. Students should also appropriately match their experience and academic achievements to employer expectations.

**Information Management** – Students should be able to carry out research relevant to their field of study by retrieving and using information drawn from a variety of resources.

**Personal Development Planning** – Students should be able to demonstrate self-awareness, set personal goals and record achievement.