Coventry University
Faculty of Arts and Humanities
School of Art & Design

Programme Specification for:
BA(Hons) Product Design (ADU190)

Stage 1, delivery 2018-2019

Course Director: Kieron Mason

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

Product Design has been offered at Coventry University within the School of Art & Design since 1988. Changes in technology, communications and commerce since that time have redefined product design, development and manufacture the world over. Research and design are now commonly carried out at a remote distance from engineering, manufacture and marketing activity. The introduction of almost unlimited variability within manufacturing now offers the possibility of a large number of one-off or small batches of designs being offered for sale. Issues of sustainability, environmental and social impacts have also developed quickly and strongly over the period since the last review. These changes are the background of our well established Product Design courses. This follows a studio-centric and portfolio approach to the preparation and selection of design project work for assessment, the introduction of specialist product design skills modules, 3D printing and milling technologies and explicit study in the concepts of sustainability are all new features of these redesigned courses.

Our Product Design courses are offered in a 3 year BA (Hons) or four year MDes format. The four year integrated masters MDes format includes a year of professionally oriented activity. This document refers to the BA (Hons) Product Design programme which has three stages and can include a Sandwich year of International or Professional Enhancement e.g. study abroad or placement. Level one and two is common to both courses.
**Part 1: Programme Specification for Product Design Courses**

<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>BA (Hons Product Design with Professional Enhancement</td>
<td>3 years</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BA (Hons) Product Design with International Enhancement</td>
<td>3 years</td>
<td></td>
<td>6</td>
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<tr>
<td>BA(Hons) Product Design</td>
<td>3 years</td>
<td>W24D</td>
<td>6</td>
</tr>
<tr>
<td>BA Product Design</td>
<td>3 years</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Dip HE Product Design</td>
<td>2 years</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Dip HE</td>
<td>2 years</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Cert HE Product Design</td>
<td>1 year</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Cert HE</td>
<td>1 year</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

2 Awarding Institution/Body

Coventry University.

3 Collaboration

N/A

4 Teaching Institution and Location of delivery

Coventry University

5 Internal Approval/Review Dates

Internal Review: December 2017

University Review: March 2018

6 Programme Accredited by

N/A

7 Accreditation Date and Duration

N/A.

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

Art & Design

Subject Benchmark statements can be found at:


9 Date of Programme Specification

February 2015

10 Programme Manager/Course Tutor

Kieron Mason
11 Educational Aims of the Programme

The educational aims for the course are in line with the University’s mission statement, which pertain for the School of Art and Design as a whole. The courses align with the basic aim of the University to be a dynamic, enterprising, and creative university committed to providing an excellent education enriched by a focus on applied research. These courses are designed to be innovative, imaginative, and vocationally relevant.

The general aims of the Product Design programme are:

- to provide students with appropriate critical knowledge and understanding of the latest developments and drivers of design to prepare them for development of their personal, and future professional practice;
- to develop knowledge and critical comprehension of the practices of product design;
- to develop within students enhanced presentation and communication techniques appropriate to a professional audience and provide opportunities to transfer these skills when presenting to more general spectators;
- to foster an increasing responsibility in students to self-direct their creative work and prepare supporting material that enables sustained periods of independent study;
- to foster self-awareness, intellectual integrity and adaptability, and to give students choice, independence and a range of potential career opportunities;
- to cultivate critical analysis and creative synthesis, exhibiting self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills;
- to enable students to develop interpersonal skills; to work in teams, as a collaborator, conciliator or leader when interacting with patrons, makers, users and specialist interest groups;
- to enable the student to evaluate conflicting design solutions to optimise a cost/benefit compromise, social and environmental impact of their designs and balance these issues with analysis of recognised desirability factors;
- to provide a learning experience systematically designed to induct individual students into the ‘community of practice’ of industrial design by knowing their strengths, specialism’s and place in society;
- to develop an awareness of the best current practices of product design, development and manufacture to enable graduates of this programme to develop the future of their profession.

To enable students to respond to self-initiated and developed briefs in:

- **Product Design**: which encompass real-life scenarios, integrating knowledge of factors such as market forces, brand identity, user needs, production processes, engineering product design, product semantics and promotional methods.
12 Intended Learning Outcomes

On completion of the programme, students should be able to:

a) create product design solutions in a range of styles and media, appropriate to the specific audience and purpose;

b) design and create product designs that will meet relevant criteria, including those of usability, ecology, desirability, technological feasibility and professional constraints;

c) demonstrate a critical understanding of product design issues and opportunities for change in global and local contexts;

d) organise, plan, execute and evaluate appropriate testing, research, experimental postulation in product design;

e) demonstrate a professional level of knowledge and skills in product design and be able to present their work using a range of methods;

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and attributes in a number of areas. Individual skills qualities and attributes are listed below in section 12.

This programme satisfies the Subject Benchmark Statements for Art and Design and Coventry University’s Code of Practice for Academic and Professional Skills Development.

Subject Benchmark statements can be found at:

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

Section 21 maps the learning outcomes described below to the programmes mandatory and option modules (these are identified in section 20).

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

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified below.
### 12.1 Knowledge and Understanding

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

**KU1** the application of creative and logical thinking processes to solving product design problems and developing ideas through to material outcomes, knowing the impact of their design decisions on issues of intellectual property, social impact and cultural sensitivities; (Art & Design)

**KU2** key issues in product design, including user needs, relevant technologies, intellectual property rights, drivers of design and factors affecting compliance and responsibility, environmental, social, cultural and sustainability issues, emerging technologies and theories of consumption; (Art & Design/Engineering)

**KU3** appropriate aesthetic frameworks and traditions in relation to serially produced artefacts; the relationship between aesthetic and functional dimensions of design; the principles of show 2D, 3D, and digital techniques as appropriate; (Art & Design)

**KU4** the appropriate mathematical and engineering principles for particular product design problems; the role of ergonomic principles and other human factors in addressing needs, including the use of anthropometric data; (Engineering)

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KU1 &amp; KU3</strong> Seminars, tutorials, lectures and studio sessions</td>
<td>Visual/verbal presentations, written or other submissions.</td>
</tr>
<tr>
<td><strong>KU2</strong> Seminars, tutorials, lectures, workshops, online learning</td>
<td>Visual/verbal presentations, written or other submissions</td>
</tr>
<tr>
<td><strong>KU4</strong> Seminars, lectures and tutorials</td>
<td>Visual/verbal presentations and submissions of design work</td>
</tr>
</tbody>
</table>

### 12.2 Cognitive (thinking) Skills

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

**CS1** utilise and reflect critically upon the drivers for design to 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** apply creative and logical thinking processes to the business of solving product design problems and develop ideas through to material outcomes; (Art & Design)

**CS3** utilise and reflect critically upon particular theoretical and methodological approaches to analysis and evaluation of product design ideas and solutions against a variety of criteria and professional norms; (Art & Design)

**CS4** demonstrating analytical and critical ability including the ability to undertake visual analysis, evaluate designed objects in the context of their historical, social, ethical, political, cultural, business and environmental positions taking account of the requirements for production, clients, users, consumers and markets; (Art & Design/Engineering)

**CS5** 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, visualisation and/or making; (Art & Design)

**CS6** analyse the interrelationships within and between aspects of product design; to describe, interpret and evaluate designed artefacts from a range of critical perspectives, taking into account the context of their production, clients, users, consumers and markets and history of design processes; (Art & Design)
CS7 engage in integrated design practice based on the acquisition, understanding and application of the skills and working methods typical of product designers. (Art & Design)

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>CS1 Seminars, lectures and tutorials</td>
<td>Visual/verbal presentations of design work, written and other submissions</td>
</tr>
<tr>
<td>CS2 Seminars, lectures and tutorials</td>
<td>Visual/verbal presentations, written and other submissions</td>
</tr>
<tr>
<td>CS3 Seminars, lectures and tutorials</td>
<td>Visual/verbal presentations of design work and other submissions</td>
</tr>
<tr>
<td>CS4 Seminars, lectures and tutorials</td>
<td>Written submissions and design work</td>
</tr>
<tr>
<td>CS5 Seminars and tutorials</td>
<td>Visual/verbal presentations and submissions of design work</td>
</tr>
<tr>
<td>CS6 Seminars and tutorials</td>
<td>Visual/verbal presentations, written and other submissions</td>
</tr>
<tr>
<td>CS7 Seminars and tutorials</td>
<td>Visual/verbal presentations and submissions of design work</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 range of practical, creative and theoretical projects, to analyse design problems and to provide appropriate design solutions; (Art & Design)

PS2 employ materials, media, techniques, methods, technologies and tools associated with product design through drawing, modelling and computer visualisation methods using skill and imagination. (Art & Design/Engineering)

PS3 utilise the various means by which one can represent product design and judge their fitness for purpose; select and use various 2D, 3D, and digital techniques appropriately to communicate design intent and detail, having gained confidence in their application;

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

Modules offered through the Add+Vantage scheme will provide opportunities for skills development and support for Personal Development Planning is provided in specially written Professional ID Studies half modules. The development of discipline-based development planning is detailed in Part 2: Supporting information.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>PS1 Lectures, seminars and tutorials</td>
<td>Visual/verbal presentations and other submissions of design work</td>
</tr>
<tr>
<td>PS2 Seminars and tutorials</td>
<td>Visual/verbal presentations and other submissions of work</td>
</tr>
<tr>
<td>PS3 Lectures, seminars, workshops and tutorials</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 utilise:

**TS1 interpersonal and personal capabilities**: the skills of initiating projects, liaising with industrial collaborators, presentation, learning, concentration, management of personal workloads, meeting deadlines and the ability to demonstrate reflective and independent thinking; the ability to synthesise and organise material and present in appropriate oral, written and visual media; (Art & Design)

**TS2 working with and leading others**: handling interpersonal issues including negotiation, group dynamics, role recognition and an ability to implement them in a variety of contexts, predicting and decision making; (Art & Design)

**TS3 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;

**TS4 numerical and IT capabilities**: the ability to interpret and present numerical data; the confident use of computer-based systems, for communication and learning purposes; to move between software packages to make best use of specialist options; (Art & Design/Engineering)

**TS5 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. (Art & Design/Engineering)

**TS6 Project Management**: the ability to manage time, personal input and other resources to produce a successful outcome in response to a project brief.

**TS7** demonstrate skills associated with professional practice; time management, interview technique, information gathering and use of information and communication technology as appropriate;

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, with illustrated presentations and in writing will be developed across the range of modules. The use of information technology is an integral component of online learning and all students are trained in the systems used during Induction. The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.
Programme Structure and Requirements, Levels, Modules, Credits and Awards

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.

Programme Structure and Requirements, Levels, Modules, Credits and Awards

See course diagrams and further information below 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.

The Product Design programme comprises modules taught at levels 6. All of these modules have been designed to operate within the University's modular framework.

The Product Design programme comprises mandatory modules each of which encourages flexible composing of briefs to give students subject specific study within the framework of the module.

Each level of the Product Design programme has an element of enterprise or professional practice study included within it using a specially written set of half modules called Professional ID studies which address Personal Development Planning (PDP). In addition an Add+Vantage module slot is timetabled at each of the first three levels.

Attendance in practice-based modules is a key contributing factor to personal development in students and a contributing factor in effective group work. Attendance is tracked in modules and students are encouraged to reflect on their attendance, and its value.

BA (Hons) degrees will be categorised using the 1st, Upper 2nd, Lower 2nd, 3rd class categories.

ENHANCEMENT YEAR

- BA students on a 3 year course but wishing to undertake a year on an international placement or study abroad, or a mixture of the two, may choose to register on 229AAD, or if undertaking a year on professional placement may register on 228AAD, subsequently returning to the Stage 3 BA final year. These modules offer are not credit bearing but if successfully completed will lead to an enhanced BA (Hons) title (e.g. with International or Professional Enhancement.

Example opportunities include:
- a work placement under the Erasmus work placement scheme or
- a work placement organised on their own initiative outside the EU
- a study placement under the Erasmus exchange scheme;
- a study placement under another study abroad scheme for placements outside the EU;

REQUIREMENTS FOR PROGRESSION AND AWARDS

PROGRESSION

In addition to requirements set out in the university regulations the following requirements apply. To progress to the next level of study students must normally have passed all course specific modules. (Module titles listed below)

BA (Hons) Product Design with International Enhancement
Required Modules
3015AAD, 3011AAD, 3012AAD, 372ID, and a choice of Advantage module
228AAD, 200PD, 208PD, 206PD, 207PD, 230ID, and choice of Add+Vantage module
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+Vantage module

BA (Hons) Product Design with Professional Enhancement
Required Modules
3015AAD, 3011AAD, 3012AAD, 372ID, and a choice of Advantage module
229AAD, 200PD, 208PD, 206PD, 207PD, 230ID, and choice of Add+vantage module
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+vantage module

**BA (Hons) Product Design (3-Year Programme)**
Required modules – 360 credits from:
3015AAD, 3011AAD, 3012AAD, 372ID, and Add+vantage module
200PD, 208PD, 206PD, 207ID, 230ID, and choice of Add+vantage module
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+vantage module

**BA Product Design**
Required modules – 300 credits from:
370PD, 3015AAD, 3011AAD, 3012AAD 371PD, 372PD, and Add+vantage module
200PD, 208PD, 206PD, 207ID, 229AAD, 228AAD and choice of Add+vantage module
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+vantage module

**Dip HE in Product Design**
Required modules – 240 credits from:
200PD, 208PD, 206PD, 207PD, 230ID, and choice of Add+vantage module
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+vantage module

**Cert HE in Product Design**
Required modules – 120 credits from:
102PD, 103PD, 104PD, 105PD, 120ID, and choice of Add+vantage module

### Module codes and titles

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>102PD</td>
<td>2D Design Experience</td>
</tr>
<tr>
<td>103PD</td>
<td>3D Design Experience</td>
</tr>
<tr>
<td>104PD</td>
<td>Product Design for Manufacture</td>
</tr>
<tr>
<td>105PD</td>
<td>Integrated Design Process 1</td>
</tr>
<tr>
<td>120ID</td>
<td>Professional ID Studies 1</td>
</tr>
<tr>
<td>200PD</td>
<td>Form Development and Presentation</td>
</tr>
<tr>
<td>208PD</td>
<td>Branding and Product Design</td>
</tr>
<tr>
<td>206PD</td>
<td>Research Informed Product Design</td>
</tr>
<tr>
<td>207PD</td>
<td>Integrated Design Process 2</td>
</tr>
<tr>
<td>228AAD</td>
<td>International Enhancement Year</td>
</tr>
<tr>
<td>229AAD</td>
<td>Professional Enhancement Year</td>
</tr>
<tr>
<td>230ID</td>
<td>Professional ID Studies 2</td>
</tr>
<tr>
<td>372ID</td>
<td>Professional ID Studies 3</td>
</tr>
<tr>
<td>3012AAD</td>
<td>Product Design BA Final Major Project</td>
</tr>
<tr>
<td>3011AAD</td>
<td>Product Design BA Final Major Project Ideation</td>
</tr>
<tr>
<td>3015AAD</td>
<td>Design Enquiry</td>
</tr>
</tbody>
</table>

### Condonement

The condonement regulations for the Product Design modules are in line with University Academic Regulations.

### AWARDS AND CLASSIFICATIONS

Cascade of named/unnamed awards.

Where a student does not meet the requirements of the award for which they are registered the above cascades will apply (a cascade is the ranking order of awards for which the student will be considered):
For each award students will be expected to meet the requirements as laid out in the University Regulations, together with the requirements specified for a particular named award.

The calculation of final honours for three year courses will be according to the procedures laid out in the University Regulations; The major project module 3012AAD must be included.

For undclassified pass degrees, University Regulations apply.

Named DipHE and CertHE awards: students will be expected to meet the requirements as laid out in the University Regulations and receive awards in Product Design.

Modules have been given an indicative code to aid understanding. The indicators for the code are:

ID  provided also for the Automotive, Transport and Product Design programmes using shared teaching
PD  Product Design
AAD  Codes are now issued for modules belonging to the School of Art and Design

### Product Design level 1 all courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102PD</td>
<td>2D Design Experience (Semester 1)</td>
<td>20</td>
</tr>
<tr>
<td>103PD</td>
<td>3D Design Experience (Semester 1)</td>
<td>20</td>
</tr>
<tr>
<td>104PD</td>
<td>Product Design for Manufacture (Semester 2)</td>
<td>20</td>
</tr>
<tr>
<td>105PD</td>
<td>Integrated Design Process 1 (Semester 2)</td>
<td>40</td>
</tr>
<tr>
<td>120ID</td>
<td>Professional ID Studies 1 (Semester 1)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Add+vantage module, level 1</td>
<td>10</td>
</tr>
</tbody>
</table>

### Product Design level 2 all courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>200PD</td>
<td>Form Development and Presentation (Semester 1)</td>
<td>20</td>
</tr>
<tr>
<td>208PD</td>
<td>Branding and Product Design (Semester 1)</td>
<td>20</td>
</tr>
<tr>
<td>206PD</td>
<td>Research Informed Product Design (Semester 2)</td>
<td>40</td>
</tr>
<tr>
<td>207PD</td>
<td>Integrated Design Process 2 (Semester 2)</td>
<td>20</td>
</tr>
<tr>
<td>230ID</td>
<td>Professional ID Studies 2 (Semester 1)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Add+vantage module, level 2</td>
<td>10</td>
</tr>
</tbody>
</table>

Students enrolled on a three-year course also have the option of the University’s ‘Professional’ or ‘International’ Enhancement Year. These students study 229AAD or 228AAD. The modules do not attract module credits.

### Product Design BA (Hons) Final Year (3 Years)

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3012AAD</td>
<td>Product Design BA Final Major Project (S2)</td>
<td>60</td>
</tr>
<tr>
<td>3011AAD</td>
<td>Product Design  BA Final Major Project Ideation (S1)</td>
<td>20</td>
</tr>
<tr>
<td>372ID</td>
<td>Professional ID Studies 3 (S1)</td>
<td>10</td>
</tr>
<tr>
<td>3015AAD</td>
<td>Design Enquiry (S1)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Add+vantage module, level 3</td>
<td>10</td>
</tr>
</tbody>
</table>
14. Support for Students and their Learning

The School of Art and Design at Coventry has excellent staffing, high quality technical facilities and accommodation with the right character to house these demanding, fast moving Product Design courses.

Student support mechanisms are consistent with the University policies on Equal Opportunities (including that on students with disabilities). Other University student support for careers and employability; sports and recreation and accommodation, learning support, health and wellbeing can be found at: http://www.coventry.ac.uk/life-on-campus/student-life/ and http://www.coventry.ac.uk/study-at-coventry/student-support/

Staffing

The heart of any educational provision is its staff. Academic and technical design staff are supplemented by specialist professionals in human factors, sports science, marketing and other disciplines. All permanent academic staff have pastoral as well as educational roles with a group of students dedicated each year to each tutor. Academic staff CVs and details can be found at http://www.coventry.ac.uk/life-on-campus/faculties-and-schools/coventry-school-of-art-and-design/departments/industrial-design/staff-profiles/

Technical Facilities and accommodation

Provision for these courses is concentrated in two buildings in the city centre within a thriving School of Art & Design. Specialist workshop facilities have recently been enhanced; with state of the art laser cutting, rapid prototyping, desktop CNC milling, larger scale Kuka robot milling machine, flat bed router, and 3D printing facilities. These are housed in the purpose built areas of the Graham Sutherland building amongst traditional tools in two large block-material workshops. Specialist facilities worth noting here are:

- Shared physical modelling and paint spraying; machines for rapid prototyping, laser cutting and five-axis milling are available for laboratory demonstrations in all years and student project work undertaken in the final two years;
- Automotive clay modelling workshops with capacity for 70 quarter scale automotive models, clay ovens and clay extruders;
- CAD suites throughout the school enabling students to use state-of-the-art 3D computing (82 seats of Alias AutoStudio, 30 seats of Maya animation, 50 seats of Rhino 3D, 20 seats of Rhino Marine a lab license of People size and access to RAMSIS and Jack ergonomics software.) Visualisation is supported with software such as: Bunkspeed, Showcase and VRED; Digital Interaction Studio suites with international interaction facilities to aid international communication for educational purposes will be made available for the students
- Product Design students can make use of the Lanchester Library houses art and design material in book, periodical, audio, video and on-line formats. A dedicated specialist librarian is on hand to assist with information searching
• A dedicated print bureau can handle 2D outputs up to A0 and an Art Shop which caters for all student consumable needs both physical and digital.

Tutor Support
All students have an APT (Academic and Personal Tutorial) tutor whom they meet in Induction Week and who is available to counsel and support where appropriate. Tutor groups meet periodically; meetings aim to provide opportunities to discuss academic progress and development. Individual appointments to discuss matters of pastoral support and advice, careers advice, and general information are arranged at the student request using ‘surgery’ times available by a booking arrangement. Students also have an opportunity to feedback about the course and other University issues in these meetings or by representation at more formal Student Forum meetings. Students receive both spoken and written feedback on their work, and will usually also have opportunities to discuss their achievement with the relevant lecturer.

The University Student Services Department offers further support in writing skills at the Centre for Academic writing (CAW), the department especially encourages alternative presentations of student work where disabilities such as dyslexia may hinder formal written submissions. The University offers a full service to assist with special needs diagnosis and advice, counselling and careers advice.

Induction
The course provides a one-week induction programme for all Level 1 students. Students joining at Level 2 or above receive an induction tailored from the Level 1 provision but also including activities and information relevant to their specific needs. Induction typically involves: orientation around the resources, meeting academic and support staff, general health and safety regulations, support facilities, responsibilities and course structure. It includes practical and social activities relevant to the courses. Students receive a Student Handbook for their course (detailing the structure of their course and the relevant regulations), a School handbook which includes more general information, a guide to modules and information regarding student representation. The induction period also includes a tour of the library and introduction to the web-based learning environment (Moodle) is also included.

Professional training support
Enrolled students working away from the University on professional training in the UK are monitored. A report is written both by the member of staff and by the student covering the placement experience. For placements outside the UK students are kept in touch by email and other remote mechanisms. Professional training taken within the University is covered by the normal internal tutorial and pastoral arrangements.

Students with disabilities
Students with disabilities are very welcome on our Product Design courses. 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.

1. In this provision all disabled students, whatever their impairment, are included.
2. 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
3. Disabled students should be encouraged to expect both equal treatment as individuals and that they and their work will be considered solely on merit
4. Applications from students with disabilities will be treated in the same way as any other application. Students will be urged to disclose their disabilities on application and throughout their student life to facilitate appropriate support.
5. Some workshop machinery may be inaccessible to certain categories of students with disabilities but in these cases help can be given to enable their use.

Support from distance
Contact with other designers and students around the world to develop understanding of the global nature of design and cultural differences will be supported using video conferencing equipment at both low level (SKYPE) and industry standard equipment. This method of communication also supports students on placements overseas and helps develop industry links globally and the culture of collaborative design activity. These skills are seen as emerging and vital for future design activity, becoming transferable across many disciplines.
15 Criteria for Admission
UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on 'Entry profile'.

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 School of Art & Design
The Programme Assessment Board (PAB) for Industrial Design is a responsible for considering the progress of all students and making award in accordance with both the University and course-specific regulations.
The assurance of the quality of modules is the responsibility of the Board of Study that contribute modules to the programme. The Course Director and Module Leaders submit annual reports to the Board of Study on the operation of courses and modules - identifying progress from the previous year, problems encountered during the academic year in question and action points for the future. These reports inform the Course Quality and Enhancement Monitoring Reports.
External Examiners report annually on the programme and their views are considered as part of the annual quality monitoring process (CQEM). Details of the CQEM process can be found on the Academic Registry’s web site.
The Course Director, together with the Course Teams, undertake the day-to-day running of the programme. Regular team meetings take place to ensure that the curriculum is properly delivered and assessed. The Course Director and the course team are responsible to the relevant Boards of Study.
External Examiners report annually on the programme and their views are considered as part of the annual quality 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 School Board, all of which normally meet two or three times per year. Additionally they have the opportunity to meet at both the Dean and the Pro Vice Chancellor’s meetings with students.
The Board of Study monitors each module. All evidence and feedback relating to module and course delivery is brought together – this includes:
- Module Leader feedback
- External Examiners feedback
- Student Forum feedback
- Academic and Technical Liaison feedback
- Library Liaison feedback
- Student module and course evaluation questionnaires
- Industry and professional feedback
- Cohort progression and achievement analysis

All staff participate in an annual development and review process (DPR) with a member of senior staff, which operates to co-ordinate staff development and review staff achievement. Various members of the course staff are active within Teaching and Learning initiatives both within the School and University and Externally. Many academic staff are external examiners in the UK and in Europe, contributing to maintaining standards in current practice. The course team also contributes to the validation processes at other institutions providing similar courses.
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 presentation/viva). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Bachelors degree programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.
18 Indicators of Quality and Standards

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
- Academic collaborations and partnerships are in continuous development locally and also internationally. Core representatives from the department make regular international visits to academic institutions and partners and are growing international engagement at a curriculum level.

In addition the course works closely to align its curriculum and activities with the University’s Education and Student Experience strategy:

  - Research inspired teaching
    - Embedded employability
    - Creativity and enterprise
    - Multicultural and international engagement
    - Community contribution and responsibility
    - Innovation and digital fluency.

- Continued dialogue around activities supporting this area serve to underpin the currency of our programmes and promote engagement with specialists and industry. There is a regular programme of industry expert visitors and collaborators engaged in the course activities from: our well regarded SVL programme to group collaborative projects and HPL visitors who contribute to teaching at all levels.

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.

Student views

Student views are regularly sought and acted upon where possible through the Student Forum system and other formal scheduled meetings. In addition to this, informal meetings between representatives of the student body and course and school level management are held periodically. Focus groups are held as students complete their study and as part of the course approval process.

External views and other indicators

External views are sought at regular intervals, while students are engaged in industry project work; at degree show times; in the special industry symposiums and other outward facing events. External reviewers and experts are engaged in our curriculum review and course development processes. The staff team includes several members who have experience of external examining and external course validation at other HEIs. Staff development strategies have provided staff with opportunities to develop their teaching and assessment expertise. A growing number of staff on the course are credited with HEA Fellowship or Senior Fellowship.

REF rating at the 2014 exercise

Coventry School of Art and Design entered 34 full time 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.

Subject Review

The report of QAA’s Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:
- Setting and maintenance of the academic standards of awards;
- Quality of student learning opportunities;
- Quality of the information about learning opportunities;
- Enhancement of student learning opportunities.
Additional Information

Key sources of information about the course and student support can be found in:

- Course Student Handbook
- AD School student handbook
- Module briefs and guides
- Course timetables
- Module Information Directory [https://webapp.coventry.ac.uk/MidWebCurr/Main.aspx](https://webapp.coventry.ac.uk/MidWebCurr/Main.aspx)
- Module guides

Moodle

Student services [http://www.coventry.ac.uk/study-at-coventry/student-support/](http://www.coventry.ac.uk/study-at-coventry/student-support/)

Study Support information is accessible from student services home page [http://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/](http://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/)

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

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<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Excluded Combinations</th>
<th>Credit value</th>
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<th>Pre/Co requisites</th>
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**Key**

M = Mandatory (i.e. must be studied and passed)
O = Option
### 21 Curriculum Map

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Knowledge and Understanding</th>
<th>Cognitive (Thinking) Skills</th>
<th>Practical Skills</th>
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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.

**Capabilities developed through the Add+vantage Scheme**

In all full-time UK based undergraduate courses (with the exception of those that lead to a licence to practice), students will undertake at least one 10 credit Add+vantage module in each of the three years of their course. These Add+vantage modules will develop the following generic capabilities:

- Problem Solving Skills
- Action Planning and Organising
- Written and Oral Communication
- Questioning and Listening

Employability competencies and career management skills will be introduced in each Add+vantage module. The following personal qualities related to employability will be addressed in each of the Add+vantage modules:

- Achievement orientation
- Initiative (Creativity)
- Self Confidence
- Decisiveness
- Reflectiveness
- Adaptability/Flexibility
- Influencing
- Career Management Skills