

## Programme Specification for BA (Hons) Product Design

This document applies to academic year 2020/21 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BA (Hons)
5.	<b>Programme title</b>	Product Design
6.	<b>Pathways available</b>	Single, Major, Joint, Minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance and duration</b>	Full and part time, 3yrs full-time
9.	<b>UCAS Code</b>	W240
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA subject benchmark statement, Art and Design, February 2017</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	March 2019 (to start from September 2020) August 2019, AQU amendments to Section 19.

### 12. Educational aims of the programme

Product Design is for those who are interested in 3D design and want the freedom to be creative, shape their design ideas through making, from small scale bespoke production to multiples, while developing innovative design solutions for real world contexts. The course is multi-disciplinary and students discover through experimentation, and learn through design and making, working out of the properties of materials and the hand-made. They develop creative ideas and develop a bespoke studio practice to deliver innovative design solutions for real-world contexts. Students will work on 'live' industry briefs, exhibitions, competitions and have feedback on their work to help them to develop an emerging vocabulary so they become unique designers and makers.

Employability is a key feature of this course and in their final year students will have the opportunity to integrate their own ambitions for making with a real-life case study, live project or collaboration. They will also work collaboratively on their final group exhibition, and critically reflect on their individual decisions in the presentation of their final curated exhibition and showcase of their work as a fully resolved 3D model, product, artefact, material process or design problem.

The Product Design course aims to enable students to:

1. Perform effectively and creatively in the practice and theories of product design;
2. Develop, research and evaluate product design practice in relation to its purpose;
3. Evaluate and critically reflect on their own Product Design practice and how it is situated within the contemporary field of product design;
4. Explore, experiment, develop and evaluate a range of practices and media;
5. Communicate ideas effectively using visual, practical, oral discussion, in both formal and informal settings;
6. Develop theoretical, practical, creative and problem-solving skills appropriate to further study and future employment;
7. Encourage students' independent judgement, self-reliance and ability to work independently and co-operatively with others.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Codes
1.	Research and evaluate the changing relationship between critical contexts and practical expression in Product Design	PDES2001 PDES3007
2.	Recognise and describe how form, aesthetics and functionality, contribute to usability and narrative	PDES2002 PDES3004
3	Develop a range of product design skills appropriate to their practice at a professional level	PDES2004 PDES3003
4	Explore, experiment, develop and demonstrate how the creative process integrates technical aspects within their design practice	PDES2003
5	Locate their ethical practice within a cultural, societal and environmental arena, through a sustained product design portfolio	PDES3004

#### Cognitive and Intellectual skills

7	Employ critical thinking within the subject area, encompassing close reading of texts and analyses	PDES2001
8	Apply their conceptual, theoretical, and practical skills to visualize product design outcomes	PDES3004
9	Employ the citation of relevant data in written and electronic form, to support a conceptual framework	PDES3007
10	Communicate within an appropriate product design visual format and models for assessed presentations	PDES2005

#### Skills and capabilities related to employability

11	Develop effective planning and time management skills for working within a professional environment	PDES3006 PDES3005
12	Maintain an adaptable approach to product design principles and concepts, that consider a range of different audiences, users, Health & Safety concerns, professional contexts, issues and decisions surrounding Intellectual Property	PDES3003

#### Transferable/key skills

13	Reflect critically and evaluate their own practice and research, in relation to client, tutor and peer feedback	PDES2004
14	Work cooperatively with others and manage team dynamics	PDES3004
15	Demonstrate independence and maintain a positive and responsible attitude to study	PDES3007

## **Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**  
Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**  
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**  
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

## **Learning, Teaching and Assessment:**

The subject of Product Design lends itself to a wide range of learning, teaching and assessment methods, many of which build employability.

- Lectures, interactive seminars, group work sessions, workshops, studio practice, individual tutorials, exhibition and gallery visits, reflective journals, learning report writing, blogs and self-directed study.
- Formative mini projects, individual research activities, summative research tasks, critical evaluations of their development, essays, journals, major practical projects, development of a body work, portfolios, formative peer group presentations and feedback.

Activities and materials will be available through Blackboard virtual learning environment and/or module websites. There will be opportunities to visit design studios, design exhibitions, workshops, factories, manufacturers, museums, libraries, galleries and other work places and a programme of visiting speakers, designers and industry consultants ensure students are fully aware of the expectations and constraints of product design studio practice.

The programme is supported by 3D workshops for hand and machine making in ceramics, plastics, model making, textiles and wood. In addition students have access to specialist model and design labs with equipment for 3D printing and scanning, laser cutting, rapid prototyping, CAD Studio and Manufacture, motion capture software, augmented/virtual reality systems, digital computer labs, darkrooms and photography studios.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and on three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences

that helps them to flourish and be successful.

### **Contact time**

In a typical week students will have around 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- Workshops
- Lectures
- Seminars
- Studio time
- Tutorials
- Group critiques

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve completing practical work, online activities, reading journal articles and books, working on individual and group projects, visiting exhibitions, undertaking research in the library and online, meeting external clients, preparing coursework assignments and presentations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional artist makers and design practitioners with industry experience, and supported by a team of Technician Demonstrators.

Teaching is informed by the research and consultancy and all full-time staff have HE teaching qualifications or are Fellows of the Higher Education Academy.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Assessment is practice-based and includes presentations, reflective written reports, design studio group critiques, individual portfolios, and practical work. Each module has one formal or 'summative' assessment, which is graded and counts towards the overall module grade. Assessment methods include a range of coursework assessments such as reflective written reports, responses to design briefs, practical work, group critiques, oral presentations and a final year independent studies project.

**Formative peer presentation and feedback** offers students a safe space in which to present their work for their final project and to receive feedback from a jury of their peers. It is usually timetabled towards the end of each semester to give students a chance to refine their work using the feedback received. The rationale for this process is that it provides students with an insight into its reception and whether it is successful or not, and ways in which it might be improved or developed which they may not have thought of.

In order to support **assessment** as a driver for student learning, the subject of Product Design has developed a set of coherent and structured assessment criteria, which are published in

the Product Design Course Handbook. They are used for formative and summative assessments on every module thus students become very familiar with them by their third year. The six domains of the assessment criteria are generic in nature and based on both the UW generic grade descriptors and the QAA Subject Benchmark statement. These are:

1. Generating & Selecting ideas;
2. Investigation, Enquiry & Visualisation;
3. Process and/or Concept Development
4. Research & Analysis of Information, Contextualisation and/or Critical Thinking;
5. Collaborative and/or process management;
6. Communication.

Using these criteria as the basis of formative peer group feedback reflects the transparency of the marking process across the field. Students are told that they will be assessed on the quality of their approach to developing their practice as well as on the quality of the work produced.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1 *Experiments & Innovations*

- practical projects
- reflective written reports
- individual or group presentations
- individual portfolios
- responses to design briefs

Year 2 *Collaborations & Exchanges*

- reflective and skills portfolio relating to work-based project
- practical projects
- reflective written reports
- individual or group presentations and exhibitions
- individual portfolios
- responses to design briefs

Year 3 *Professional Applications*

- final major project
- professional practice portfolio
- reflective written reports
- final year group exhibition/presentation
- individual design solutions

Students will receive feedback on summative and formative assessments. Feedback is intended to support learning and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate. We aim to provide feedback on formal course work assessments within 20 working days of hand-in.

#### **14. Assessment strategy**

In line with the University Assessment Policy, the Product Design course sees assessment as an integral part of learning. As such, consideration is given to how students develop skills in relation to the various forms of assessment required by the course – in terms of learning opportunities, formative assessment and feedback, and progression. The details of this consideration are as follows:

1. A balanced integration of formative and summative assessments in to the structure of all modules.
2. An appropriate range of assessment modes and tasks as follows:
  - Visual and written analysis of research
  - Oral presentations to the module tutor or group
  - Production of preparatory material and completed artefacts
  - Online blogs/websites
  - Presentation of individual portfolios
  - Responses to design briefs
  - Reflective written report and critical evaluation.
3. Regular formative feedback especially at level 4, to aid learning, and inform the learner. This is part of staged assessment strategy, to permit students to benefit from feedback to re-work/develop further aspects of an assignment and may include multiple learning assignments, where a learner may submit a section of best work for grading.
4. Reliance on a single assessment point has been minimised with formative submissions and feedback throughout the course of the semester/s
5. Larger and longer modules have one summative assessment point built into the structure of the module but have formative assessment points during the module.

As the student progresses through each level, the criteria assessed become more demanding, searching and challenging. Students learn through a combination of practical workshops, lectures, 'live' industry briefs, group critiques, seminars, design exhibitions, professional practice, tutorials and other activities. Practical workshops take a variety of formats and are intended to enable students to apply their learning through making, discussion and small group activities. Seminars enable the discussion and development of understanding of project briefs, and practical workshops are focused on developing subject specific skills in a variety of materials and processes for applied individual and group project work. Activities and materials will be available through Blackboard virtual learning environment and/or module websites.

## **15. Programme structure and requirements**

Please see Award Map Annex at the end of this document for further details.

The course is designed to develop students' knowledge and understanding of product design practice and develop their creative ideas to deliver design solutions for different environments. Students will develop their practical and critical reflection thinking skills through experimentation and innovation. The course is multi-disciplinary and explores where product design subject interfaces with the different areas of creative practice and industry, understanding the properties and processes of materials, this is seen as vital to the development of the students' identity as a product design practitioner. The scope offers a balance between professional considerations and pedagogic elements and students will work on 'live' projects with industry partners. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and professional and independence that will be vital for them successfully to pursue their chosen career.

## **16. QAA and Professional Academic Standards and Quality**

This award is located at level 6 of the FHEQ.

The intended learning outcomes for Product Design provide evidence of the ways in which the QAA subject Benchmark Statement for Art and Design February 2017, has been embedded into the teaching and learning of Art and Design at the University of Worcester.

The learning outcomes of all modules are intended to meet the QAA subject benchmark by providing the opportunity for students to apply and develop the range of Art and Design skills: the productive, the conceptual, the personal and the interpersonal.

## **17. Support for students**

The Product Design course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

The student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the School. Students are for example invited to attend the Institute Freshers' Party in induction week.

During this initial induction week, and in the first Worcester Week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

All students are allocated a Personal Academic tutor (PAT) who will advise them on issues related to their course throughout their study at the University and who monitors their progress. PAT sessions usually take one of two forms: either one-to-one sessions, or group-based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester and there will be opportunities during Progression Weeks for students to meet with their academic tutors to discuss issues of concern.

Personal Academic tutors will:

- support the academic development of their allocated tutees;
- act as the first point of call for any tutees experiencing issues or problems arising whilst at University;
- provide the official University reference for tutees.

Staff teaching students on modules support students through one-to-one and small group tutorials; and provide students with clear indications of when they will be available to see students - either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example, via e-mail or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. There is a course Facebook page for informal student integration and engagement that provides day to day information.

Furthermore, the Course Team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services which provides specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

## **18. Admissions**

### **Admissions policy**

The Admissions Policy for Product Design seeks to be inclusive and the course is committed to widening participation to include all groups in society.

Applicants for the course will be students who are interested in 3D design and want the freedom to be creative, shape their design ideas through making, from small scale bespoke production to multiples, while developing innovative design solutions for real world contexts. They may wish to pursue a career as a professional product designer, whether in a self-employed capacity or as part of a product design company or manufacturer. They will not be expected to have substantial foreknowledge of the subject but must demonstrate an ability to think visually and have some facility with a range of media, eg. drawing, design, making etc.) and have the intellectual ability to engage with the demands of a degree course.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS (W240)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

The UCAS application is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

[Top-Up from an HND in Product Design](#) or related subject will normally be invited in for interview and if successful will be invited to join the course into the second year of study.

Students should apply through UCAS and will be invited for interview on the strength of their application. Please contact the Registry Admissions Office for further information and guidance (01905 855111).



## 19. Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities that are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see **Taught Courses Regulatory Framework**.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

### Requirements for Awards

<b>Award</b>	<b>Requirement</b>
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### **Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the Taught Courses Regulatory Framework.

## **20. Graduate destinations, employability and links with employers**

This new course has been written and developed with input from professional industry experts and design practitioners. In addition, the programme has been informed by research and current developments in the discipline and feedback from previous art and design students, external examiners and employers to ensure that the course is relevant, and reflects best practice.

### **Graduate destinations**

The course has been written to meet the job requirements for career paths within the subject area of Product Design, and to equip students with the skills and expertise to enter the following related art professions after graduation. Although an indicative list, due to the multi-disciplinary nature of this course, student graduates will be prepared for a range of career paths including:

- Product designer
- Textile designer
- Set designer
- Interior designer
- Kitchen designer
- Model maker
- Ceramicist
- Museum designer;

- Design consultant;
- Visual merchandiser;
- Internal communicator

The occupations above have been selected from category 3 of the Standard Occupational Classification (2010) for the Destinations of Leavers from Higher Education: SOC 2010 (DHLE) by Elias and Eliason.

The creative and intellectual nature of the award also fits the graduate for traineeships in areas outside the digital arts: this might include banking, corporate industry, local and national government and project management. There are also opportunities for postgraduate study at various Universities including the Royal College of Art, UoA, London, the Bartlett School of Architecture, London or abroad.

### **Student Employability**

The course offers excellent employability opportunities (94% UW design graduates were in employment and/or further study in 2016/17). Students work on 'live briefs' set by real clients from a variety of different contexts, including relevant businesses, product and related designers, design studios, retail, manufacturing, museums, charities and local authorities.

Due the applied nature of this course with its strong work-based components and close partnership working with industry, this course equips students with a variety of creative design and making skills to enable them to pursue a range of career paths, see above.

The Product Design course focuses on student employability starting at level five within PDES2004: Live & External Projects, where the students are expected to engage with defending their ideas and collaborate with designers, professional organisations, and external partners. They will work on 'live' industry briefs, exhibitions, competitions and have feedback on their work to help them to develop their digital on-line portfolio and developing professional practice. In Level 6 this is then further developed in PDES3005: Live Projects and PDES3006: Industry Projects.

In the final year, PDES3003: Professional Practice, Responsibility and Community investigates the vocational potential of the subject and prepares students for their chosen profession. Students also work independently and collaboratively on PDES3004: Design Identity – Profile, Portfolio & Publication for their final group exhibition, and to further develop their professional studio practice by working with external clients. Students will learn about the demands of the industry, including how to set up their own design studio, develop a prototype for manufacture, write a business plan and develop their own USP for their product.

Students are encouraged to consult their personal academic tutors for advice and guidance in their post-graduation applications, career plans and initiatives.

### **Links with employers**

The University is committed to providing employability opportunities for its students and graduates, and keen to ensure that courses are relevant to meet the needs of future employers. The Product Design course was written in consultation with product designers and experts in the field so that it is highly relevant to today's ever changing and evolving economic climate and meets the needs of those wishing to pursue a career in the creative design industries.

The hallmarks of Worcester's industrial heritage were its innovative spirit and product diversity, so acted as an incubator for many industries. The course development team wanted to reintroduce this aspect of local tradition to Worcester and invited external advisers and industry representatives to contribute to the course developments during 2018/19. Representatives were contacted by post, email, telephone, through site visits, and the team attended business meetings to share information about the programme, and participants were invited to contribute to the future development of the course. This has been welcomed by those who contributed and many felt that the course will help to address a skills gap there currently is in the county, particularly in the use of CAD and manufacturing software. These included;

The Museum of Royal Worcester;  
The Canal and River Trust;  
The Ring;  
Meadow Arts;  
Boffy Arts, artist markets at festivals and arts events;  
Bottle Green;  
Chess Plastics;  
Manda Graham, Creative Practitioner;  
Remap;  
The Curiosity Museum  
The Infirmary Museum;  
Urban Prints;  
Solidworks;  
Studio B61;  
Blue Monkey;  
Worcestershire Business Central;  
Worcester Enterprise;  
F8Create;  
Alphaquad;  
Malvern Instruments;  
Worcester Museum & Art Gallery;  
Pendragon Presentation Packaging;  
Worcestershire County Council;  
Worcester City Council;  
GTech;  
St Richards Hospice;  
The Hive University & Public Library.

Design leads and industry specialists from those above, and from other creative design companies below will be invited to attend stakeholder events during 2019/20. Those who express an interest in contributing further to the course, will be invited to sit on an employer's panel. This panel will meet 3 or 4 times a year, and members will be consulted on the design and review of the course. They will also be invited to contribute to its delivery by providing live briefs, work-related projects and to give feedback to students on their progress. This input will help to ensure the course is current and supports the future employability of its students.

On the course programme, there will also be regular visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking. Students will be encouraged to undertake work placements; engage with live projects; and prepare their portfolios, exhibit their work, or design a prototype to a professional standard (subject specific in career preparation) Students will have opportunities to collaborate and develop ideas with product design practitioners, professional organisations and employers so that when they graduate, they will have applied their work

professionally, and developed strong creative networks, to sustain their professional portfolio development and future career path.

This BA programme will build on existing provision in art and design degree courses at the University, with opportunities for students to develop more specific professional skills and networks through work projects in collaboration with external partners. The course will provide the opportunity to meet the diverse needs of students, employers and society in the 21st century and equip students to find graduate employment and gain professional advancement.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

## Award map for: Single/Joint Honours and Major/Minor awards at Levels 4, 5 and 6

Course Title: BA(Hons) Product Design

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)
			Single Hons	Joint Hons	
PDES1001	User Scenarios, Context & Design Ideation	30	M	M	None
PDES1002	Fab-Lab: Materials And Play	15	O	M	None
PDES1003	Design Principles And Process	15	O	M	None
PDES1004	Products For World Markets	30	M	N/A	None
PDES1005	Product Designing, Making And Presenting	30	M	N/A	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include mandatory modules PDES1001, PDES1004 and PDES1005 and optional modules – which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include PDES1001, PDES1002 and PDES1003

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		
PDES2001	Design Research, Context & Framework	30	M	M	M	M	None	None
PDES2002	Fab-Lab: Materials And Innovation	15	O	O	O	O	None	None
PDES2003	Design Exploration Process + Analysis	15	O	O	O	O	None	None
PDES2004	Industry Engagement 'Live' Design Project	30	M	O	O	N/A	None	None
PDES2005	Product Designing, Making & Prototyping	30	M	M	O	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	N/A	N/A

#### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules PDES2001, PDES2004, PDES2005 and optional modules – which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

#### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

#### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include the mandatory modules PDES2001 and PDES2005.

#### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include the mandatory module PDES2001.

#### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
PDES3003	Professional Practice Responsibility & Community	30	M	M	O	N/A	None	Excluded: GDES3012
PDES3004	Design Identity - Profile, Portfolio & Publication	30	M	O	O	O	None	Excluded: GDES3012
PDES3005	Live Projects	15	M	O	O	O	None	None
PDES3006	Industry Projects	15	M	O	O	O	None	None
PDES3007	Independent Design Project	30	M	M	O	N/A	None	Excluded: GDES3010

#### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules.

#### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

#### Major Pathway Requirements at Level 6

Major Pathway students must take 75 or 90 credits from the table include the mandatory modules PDES3003 and PDES3007.

#### Joint Pathway Requirements at Level 6

Joint pathway students must take 60 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

\*Joint pathway students who choose to take their Independent Study (equivalent) in this subject must take PDES3007.

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

#### Minor Pathway Requirements at Level 6

\*Minor pathway students must take either 30 or 45 credits from the table above.



**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons