

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Science and Technology
Final award(s), title(s) and credits BA (Hons) Product Design Futures – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits	
Intermediate award(s), title(s) and credits Dip HE Product Design Futures – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Cert HE Design – 120 (60 ECTS) Level 4 credits	
UCAS Programme Code(s) (where applicable and if known) Click here to enter text.	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100048 (100%)
External reference points UK Quality Code for Higher Education; Part A: Part A: Setting and Maintaining Academic Standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), Foundation Degree qualification benchmark, Master's Degree Characteristics and Subject Benchmark Statements; Subject benchmark statements – Art and Design (2016); Subject benchmark statements - Engineering (2015); Subject benchmark statements - Business and Management (2015); Product Design Specific Learning Outcomes for Accredited Degree Programmes from the Institution of Engineering Designers.	
Professional, Statutory and Regulatory Body (PSRB) links Accreditation by the Institution of Engineering Designers to fully meet the requirements for Registered Product Designer (RProdDes) registration will be sought in 2019.	
Places of delivery Bournemouth University, Talbot Campus	
Mode(s) of delivery Full-time/Full-time sandwich	Language of delivery English
Typical duration Programme duration: 3 years full-time / 4 years full-time sandwich Level 4: 1 year Level 5: 1 year Optional sandwich placement: 1 year Level 6: 1 year	
Date of first intake September 2019	Expected start dates September
Maximum student numbers Not applicable	Placements Optional sandwich placement in industry between level 5 and 6 (30 weeks minimum). Students are expected to search for suitable placement opportunities, with the support of the Faculty placements team.
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification March 2022. Applies to level 4 from September 2019	
Version number Version 1.2-0923	

Programme Specification – Section 1

Approval, review or modification reference numbers
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Programme Specification – Section 1

PROGRAMME STRUCTURE

Programme Award and Title: BA (Hons) Product Design Futures								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Team Project	Core	20		100		60	v1.1	100050
Design Communication	Core	20		100		60	v1.1	100048 (major) 100632 (minor)
Materials and Technology A	Core	20	80	20		60	v1.1	100203 (balanced) 100184 (balanced)
Materials and Technology B	Core	20	80	20		60	v1.1	100203 (balanced) 100184 (balanced)
Design Projects 1	Core	20		Pass/ Fail	100	60	v1.1	100050
Design Studies 1	Core	20		50	50	48	v1.1	100048
Progression requirements: Requires 120 credits at Level 4								
Exit qualification: Cert HE Design (requires 120 credits at Level 4)								

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Year 2/Level 5								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Manufacturing and Technology	Core	20	50	50		40	v1.2	100184 (balanced) 100209 (balanced)
Product Design Tools	Core	20		50	50	48	v1.1	100048
Design Futures Projects 2A	Core	20		100		60	v1.1	100048
Design Futures Projects 2B	Core	20		100		60	v1.1	100048
Management and Commercialisation	Core	20		100		48	v1.1	101221
Future Trends and Sustainability 1	Core	20		65	35	48	v1.1	100048
Progression requirements: Requires 120 credits at Level 5								
Exit qualification: Dip HE Product Design Futures (requires 120 credits at Level 4 and 120 credits at Level 5)								
Year 3/Level P - Optional placement year in industry/business								
The optional sandwich placement is taken between levels 5 and 6.								
Progression requirements: Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.								

Programme Specification – Section 1

Year 3 or 4/Level 6								
Students are required to complete all 4 core units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HECoS Code (plus balanced or major/minor load)
			Exam 1	Cwk 1	Cwk 2			
Future Trends and Sustainability 2	Core	20		100		48	v1.1	100048
Business Development	Core	20		100		36	v2.1	101221
Design Futures Project 3	Core	60		100		96	v1.1	100048
Visual Concept Communication	Core	20		100		48	v2.1	100048
Exit qualification: BA (Hons) Product Design Futures Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year. Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.								

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop creative, innovative and resourceful graduates, who:

- have a balanced educational experience that encompasses the appropriate integration of: design processes; aesthetics, ergonomics; design methods; computer tools; professional practice; current, emerging and future technologies, materials and production techniques and who can translate this knowledge and skills into appropriate design solutions.
- have a full knowledge and understanding of past, present and future design trends to challenge existing design practice and enable the application of the knowledge of ethics and sustainability to the design of products.
- have an understanding of the existing and emerging materials and technologies to product development.
- have creativity, analytical ability, knowledge, understanding, and the broad based skills necessary to practice design of products.
- can evaluate solutions to design problems against conflicting constraints and challenge conventional solutions.
- can demonstrate complex visual literacy and have an ability to synthesise a broad range of design aspects.

While Product Design is for the 'now', Product Design Futures aspires to look to the future of design; to challenge existing design direction and thinking and consider where it needs to go, informed by exploration of design trends, societal change, emerging technologies and environmental issues.

Environmental and ethical issues are becoming increasingly more important when dealing with the design of products. Understanding the impact of the choice of materials, the use of energy, disposal and potential recyclability are key considerations for the product lifecycle from cradle to grave. The programme will develop understanding of the impact that the design of products has on the world and the way we live. It will focus on ethical development of new products, with view to influencing how they can be designed to enhance value to the user whilst being sustainable and having less environmental impact.

The programme will explore how designers can; learn from other examples of good practice globally; consider alternative philosophies in order to inform the design process and develop design sense; develop awareness of the opportunities afforded by new methodologies, technologies and materials; influence consumer behaviour and lead future trends; challenge the current patterns of design for manufacture; and develop products to add value to the lives of their users. It will equip learners with the ability to qualify how consideration of these elements has the potential to influence future trends in the consumption and manufacture of products.

Application of digital media has progressed to a point where it is no longer a 'bolt on' feature of design and applies to the conception, evolution, development and planning stages of the design process. Computer design visualisation systems assist the designer, providing a set of useful design tools. The programme will utilise the latest virtual design tools such as virtual reality for realising design solutions. However, well-developed hand/eye/mind co-ordination, spatial awareness and manual sketching techniques are still essential in design practice to be able to develop and communicate ideas rapidly and effectively. These aspects will also be developed in depth.

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Whilst they cannot replace manual techniques, it is also important that a Product Designer gains experience in using Computer Aided Design (CAD) systems ranging from 2D drafting, to 3D solid modelling, to sophisticated analysis tools. It is an intention to educate designers who are able to utilise CAD technology appropriately and effectively to assist in the design of a product.

Development of both creativity and analytical skills, along with the ability to think both laterally and logically is essential. These apply throughout the progression and development of a design and are reinforced through integrated design projects. The designer needs to be able to adopt and apply these skills appropriately, as necessary.

In summary, the programme incorporates the latest design thinking and technological tools to produce graduates who understand global trends, challenges, and opportunities to advance innovation and shape the future of the design industry and environment.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BA (Hons) Product Design Futures programme is informed by and aligned with Bournemouth University's 2012-18 strategic plan and the fusion of excellent teaching, world-class research and professional practice that is at the heart of the institution's visions and values. Students are supported by academics with a wealth of industry experience, many of whom are actively engaged with national professional institutions. Academics delivering the programme are actively engaged in cutting edge research and consultancy projects, while students are encouraged to participate in a range of co-creation and co-publication projects. The programme's innovative pedagogic approach offers students the opportunity to learn by engaging in a series of practical, industry focused projects. These projects are aimed at equipping students with the full range of skills necessary to succeed in an innovative design environment, and are informed by the academic team's own industrial experience as well as by a network of industry contacts, who may also contribute directly to the programme by delivering guest lectures and providing opportunities for industrial visits.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME INTENDED OUTCOMES

<p>A: Knowledge and understanding</p> <p>This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>A1 the design process at a professional level;</p> <p>A2 current and future technologies and their present and potential implementation in design and development;</p> <p>A3 selecting, testing and making appropriate use of materials, processes and manufacturing techniques;</p> <p>A4 industry-standard solid modelling software package and an awareness of other appropriate software tools;</p> <p>A5 concepts of sustainability and ethical design in order to influence the future trends in the design and consumption of products;</p> <p>A6 the skills required to be prepared for continuing personal & professional development;</p> <p>A7 global material and energy resources and uses, current and future impact, including prediction models;</p> <p>A8 business situations with respect to strengths and weaknesses, opportunities and threats and develop ways and means to counteract or exploit such aspects.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • independent research (for project) (A1-A3, A5-A8); • lectures (A1-A8); • seminars (A1–A8); • practical tutorials (A2-A4); • directed reading (A1, A2, A8); • use of the VLE (A1-A8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual project (A1-A8); • examinations and in-class tests (A2, A7, A1); • coursework (A1–A8).
<p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>B1 be creative and innovative in solving problems;</p> <p>B2 generate ideas, concepts, proposals, solutions or arguments;</p> <p>B3 analyse problems logically to arrive at suitable solutions;</p> <p>B4 work independently and/or collaboratively in response to set briefs and/or as self-initiated activity;</p> <p>B5 take a holistic approach, applying professional judgments, balancing costs, benefits, safety, quality, reliability, appearance and environmental impact;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • independent research (for project) (B1- B8); • group exercises (B1-B8); • practical tutorials (B1-B8); • use of the VLE (B1-B8).

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<p>B6 evaluate critically the current and forthcoming technologies in the development and implementation of current and future design problems;</p> <p>B7 evaluate the effects of global resource and environmental issues for product design and development;</p> <p>B8 undertake research and analysis of information from a variety of sources.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual project (B1-B8); • coursework (B1–B8).
<p>C: Practical skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 utilise design visualisation and CAD modelling tools throughout the design process;</p> <p>C2 use a wide range of tools, techniques and equipment, including appropriate software and rapid prototyping techniques;</p> <p>C3 employ appropriate materials, media, techniques, methods, technologies and tools with skill and imagination whilst observing good working practices;</p> <p>C4 analyse and use global resource and environmental information in the development of current and new design and product ideas.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual project (C1-C4); • practical tutorials (C1-C4); • seminars (C1-C4); • use of the VLE (C1-C4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual project (C1-C4); • coursework (C1–C4).
<p>D: Transferable skills</p> <p>This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>D1 source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;</p> <p>D2 select and employ communication and information technologies;</p> <p>D3 articulate ideas and information comprehensibly in visual, oral and written forms;</p> <p>D4 present ideas in a range of situations;</p> <p>D5 interact effectively with others, for example through collaboration, collective endeavour and negotiation;</p> <p>D6 analyse information and experiences, formulate independent judgments;</p> <p>D7 articulate reasoned arguments through reflection, review and evaluation;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • individual project (D1-D13); • practical tutorials (D2); • seminars (D1-D12); • group exercises (D1, D2, D3, D4, D5, D6, D9, D11); • use of the VLE (D1 – D13). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>

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<p>D8 formulate reasoned responses to the critical judgments of others;</p> <p>D9 identify personal strengths and needs;</p> <p>D10 study independently, set goals, manage their own workloads and meet deadlines;</p> <p>D11 develop independence of mind, with intellectual integrity, particularly in respect of ethical issues;</p> <p>D12 become enthusiastic, in the application of their knowledge and understanding and skills;</p> <p>D13 develop an enquiring mind, eager for new knowledge and understanding.</p>	<ul style="list-style-type: none"> • individual projects (D1-D13); • coursework (D1–D13).
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LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 embodied approaches to designing which respect the environment and consideration of new design philosophies and approaches which challenge current product design practice;</p> <p>A2 less common materials and associated manufacturing processes and an understanding of how to design components and assemblies to suit appropriate production Processes;</p> <p>A3 the impact of the design of products on consumer behaviour and their potential influence on future trends;</p> <p>A4 applying technical principles to design problems and an understanding of how some advanced products function;</p> <p>A5 sustainability concepts, technical risks and the wider social implications of sustainable design;</p> <p>A6 how Visualisation techniques may be applied during the process of design;</p> <p>A7 industry-standard modelling software tools.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1- A7); • seminars (A1 – A7); • use of the VLE (A1-A7).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • examinations and on-line assessments (A2, A4); • coursework (A1 – A7).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 use creativity, innovation and analysis in solving problems;</p> <p>B2 generate ideas, concepts, proposals and solutions;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1 – B5);

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<p>B3 use analytical understanding to assist in generating and judging ideas;</p> <p>B4 work effectively using their own initiative and as part of a group;</p> <p>B5 use a holistic and balanced approach to design tasks.</p>	<ul style="list-style-type: none"> • seminars (B1 – B5); • use of the VLE (B1 – B5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • examinations and on-line tests (B3); • coursework (B1 - B5).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 develop new design philosophies and apply these principles to real-world product development;</p> <p>C2 evaluate sustainable and financially viable design solutions within the context of the business environment;</p> <p>C3 employ various materials, media, techniques, methods, technologies and tools whilst observing good working practices;</p> <p>C4 evaluate existing and potential technologies for design and development;</p> <p>C5 use advanced 3D computerised modelling techniques to aid their design process.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (C1-C5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (C1-C5); • practical exercises (C1-C4).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 undertake research, evaluate and summarise information from a wide variety of sources;</p> <p>D2 use appropriate computer software;</p> <p>D3 select and employ communication and information technologies;</p> <p>D4 present visual work in a wide variety of different ways;</p> <p>D5 communicate ideas in oral and written forms;</p> <p>D6 present ideas and work in a professional manner effectively to different audiences;</p> <p>D7 work effectively with others in a group situation;</p> <p>D8 clearly explain the reasons and judgments that informed their decisions;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • seminars (D1- D14); • use of the VLE (D1 – D14); <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (D1 – D14).

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<p>D9 be constructive and supportive in criticising the work of others;</p> <p>D10 listen to, evaluate and respond to criticism of their own work;</p> <p>D11 plan their own time effectively, set priorities and meet deadlines;</p> <p>D12 develop a committed awareness of the need for academic study;</p> <p>D13 enjoy developing and applying their knowledge, understanding and skills;</p> <p>D14 develop a clear awareness and personal interest in professional development.</p>	
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 the Design Process, some basic Design Methods and their usefulness and importance to the product Designer;</p> <p>A2 a basic ability in the use of development, communication and presentation tools;</p> <p>A3 Visual, Ergonomic, Product Psychology and physiology issues and their effect upon design;</p> <p>A4 some basic mathematical, Technological and Scientific principles and their application to Product Design problems;</p> <p>A5 the basic structure of materials and how these affect their properties and a broad knowledge and understanding of general Workshop Theory and Practice;</p> <p>A6 basic materials and production Processes and an understanding of how to design simple components to suit some production processes;</p> <p>A7 an industry-standard 2D drafting package and a 3D modelling package.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (A1- A7); • seminars (A1 – A7); • use of the VLE (A1-A7).
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • in-class tests (A3-A6); • coursework (A1 – A7).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 be creative and innovative in solving problems;</p> <p>B2 generate ideas, proposals and solutions for simple product ideas;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (B1, B7);

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<p>B3 analyse problems logically to arrive at suitable solutions;</p> <p>B4 work alone or in teams;</p> <p>B5 use time planning techniques to organise their own time;</p> <p>B6 be aware of the need for a holistic and balanced approach to design tasks;</p> <p>B7 apply basic analytical and creative techniques to design problems.</p>	<ul style="list-style-type: none"> • seminars (B1 – B7); • use of the VLE (B1 – B7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (B1 – B7).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 produce simple prototypes that function reasonably well and portray an appropriate visual image of simple products;</p> <p>C2 develop and communicate their ideas using manual techniques;</p> <p>C3 produce clear effective engineering drawings to the appropriate standard;</p> <p>C4 use various workshop tools, techniques and equipment;</p> <p>C5 undertake practical test rigs to test ideas;</p> <p>C6 use 2D-computer drafting and 3D Computer modelling packages.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (C1 – C4); • coursework (C1 – C6); • group exercises (C1-C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (C1-C6).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 research and utilise information from both manual and digital sources;</p> <p>D2 use basic office software on a PC efficiently and accurately;</p> <p>D3 present visual work in a variety of different ways;</p> <p>D4 communicate ideas in oral and written forms;</p> <p>D5 present ideas and work to an audience;</p> <p>D6 work in a group situation;</p> <p>D7 justify decisions based upon reasonable analysis, evaluation and consideration;</p> <p>D8 develop the ability to take and give constructive criticism;</p> <p>D9 plan their own time and meet deadlines</p> <p>D10 to develop an awareness of the need for academic study;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • lectures (D1, D9); • seminars (D1- D12); • use of the VLE (D1 – D12). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • coursework (D1 – D12).

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| <p>D11 enjoy developing their knowledge, understanding and skills;</p> <p>D12 develop awareness and personal interest in professional development.</p> | |
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ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations (<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>).

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate [Assessment Regulations](#)

COMPENSATION (Section 7)

Compensation may only be applied for up to 20 credits across all levels of the programme.

PLACEMENT ELEMENT

This programme offers students, under the guidance of the Placement Tutor and the Placement Coordinator, the opportunity to complete a sandwich year with a minimum 30 week placement before level 6.

Successful completion of the 30 week placement is optional. The placement is assessed on a pass/fail basis using a 3000 word reflective report. The 30 week sandwich placement must be completed between levels 5 and 6 and is a requirement for progression to level 6 for the successful completion of the sandwich mode award.

Placement draws on some or all of the units studied on the first two levels of the programme. It provides the opportunity for the student to develop their abilities and understanding of product design and related subjects, as well as providing a platform for successful entry into the profession following graduation. It applies and develops understanding and skills acquired in Levels 4 and 5, makes a major contribution to the understanding of the final level units, further develops final projects by utilising the context of the work experience as appropriate and enhances students' prospects of future employment.

<http://intranetsp.bournemouth.ac.uk/pandptest/4k-placements-policy-and-procedure.pdf>

Programme Skills Matrix

Units		Programme Intended Learning Outcomes																																			
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13			
L E V E L 6	Visual Concept Communication				x					x	x			x				x	x	x			x	x	x								x		x	x	
	Business Development								x					x			x																x		x	x	
	Design Futures Project 3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Future Trends and Sustainability 2		x			x		x							x	x	x				x	x		x	x		x	x	x		x	x	x	x	x	x	
L E V E L 5	Manufacturing and Technology		x									x												x							x	x		x	x		
	Future Trends and Sustainability 1		x			x		x						x	x	x				x	x		x	x		x	x	x		x	x	x	x	x	x		
	Management and Commercialisation								x		x			x								x		x						x	x		x	x	x		
	Product Design Tools				x																			x						x	x		x	x	x		
	Design Futures Projects 2A	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Design Futures Projects 2B	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
L E V E L 4	Materials and Technology A		x	x								x										x		x						x	x		x	x	x		
	Materials and Technology B		x	x								x											x		x						x	x		x	x	x	
	Design Communication				x														x					x							x	x		x	x	x	
	Design Studies 1																	x					x		x						x	x		x	x	x	
	Design Project 1	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Team Project	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:										C – Subject-specific/Practical Skills This programme provides opportunities for students to:																											
<ol style="list-style-type: none"> the design process at a professional level; current and future technologies and their present and potential implementation in design and development; selecting, testing and making appropriate use of materials, processes and manufacturing techniques; industry-standard solid modelling software package and an awareness of other appropriate software tools; concepts of sustainability and ethical design in order to influence the future trends in the design and consumption of products; the skills required to be prepared for continuing personal & professional development; global material and energy resources and uses, current and future impact, including prediction models; 										<ol style="list-style-type: none"> utilise design visualisation and CAD modelling tools throughout the design process; use a wide range of tools, techniques and equipment, including appropriate software and rapid prototyping techniques; employ appropriate materials, media, techniques, methods, technologies and tools with skill and imagination whilst observing good working practices; analyse and use global resource and environmental information in the development of current and new design and product ideas. 																											

<p>8. business situations with respect to strengths and weaknesses, opportunities and threats and develop ways and means to counteract or exploit such aspects.</p>	
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. be creative and innovative in solving problems; 2. generate ideas, concepts, proposals, solutions or arguments; 3. analyse problems logically to arrive at suitable solutions; 4. work independently and/or collaboratively in response to set briefs and/or as self-initiated activity; 5. take a holistic approach, applying professional judgments, balancing costs, benefits, safety, quality, reliability, appearance and environmental impact; 6. evaluate critically the current and forthcoming technologies in the development and implementation of current and future design problems; 7. evaluate the effects of global resource and environmental issues for product design and development; 8. undertake research and analysis of information from a variety of sources. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1. source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources; 2. select and employ communication and information technologies; 3. articulate ideas and information comprehensibly in visual, oral and written forms; 4. present ideas in a range of situations; 5. interact effectively with others, for example through collaboration, collective endeavour and negotiation; 6. analyse information and experiences, formulate independent judgments; 7. articulate reasoned arguments through reflection, review and evaluation; 8. formulate reasoned responses to the critical judgments of others; 9. identify personal strengths and needs; 10. study independently, set goals, manage their own workloads and meet deadlines; 11. develop independence of mind, with intellectual integrity, particularly in respect of ethical issues; 12. become enthusiastic, in the application of their knowledge and understanding and skills; 13. develop an enquiring mind, eager for new knowledge and understanding.

PSRB Output Standard Matrix

This course has been developed to fully meet the requirements for Registered Product Designer (RProdDes) registration awarded by the Institution of Engineering Designers (IED). See the [IED website](#) for more information on the learning outcomes.

Name of Educational Establishment:		Bournemouth University																	
Programme Title:		BA (Hons) Product Design Futures																	
Specified Learning Outcomes	Year 1	Year 2						Year 3											
	Module numbers (where the output criteria statements are addressed)																		
	Design Communication	Design Projects 1	Design Studies 1	Materials and Technology A	Materials and Technology B	Team Project	Future Trends and Sustainability 1	Management and Commercialisation	Manufacturing and Technology	Design Futures Projects 2A	Design Futures Projects 2B	Design Futures Projects 2C	Product Development	Business Sustainability 2	Future Trends and Sustainability 2	Design Futures Project 3	Communication	Visual Concept	
Design																			
D1R	✓	✓				✓				✓	✓					✓			
D2R		✓	✓			✓				✓	✓					✓			
D3R									✓										
D4R		✓				✓				✓	✓					✓			
D5R				✓	✓				✓										
D6R		✓	✓			✓				✓	✓					✓			
D7R	✓												✓					✓	
D8R	✓	✓								✓	✓		✓			✓		✓	
D9R		✓								✓	✓					✓			
D10R	✓			✓	✓				✓				✓					✓	
D11R			✓										✓						
Economic and social context																			
S1R		✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			
S2R								✓		✓	✓	✓	✓			✓			
S3R		✓				✓				✓	✓					✓			
S4R		✓				✓		✓		✓	✓		✓			✓			
S5R							✓	✓					✓	✓	✓	✓			
S6R				✓			✓		✓					✓					
Design Practice																			
P1R		✓				✓				✓	✓	✓				✓			
P2R		✓				✓				✓	✓	✓				✓		✓	
P3R		✓				✓	✓			✓	✓				✓	✓			
P4R		✓				✓				✓	✓					✓			
P5R								✓					✓			✓			
P6R							✓		✓	✓	✓				✓	✓			
P7R								✓					✓						
P8R		✓				✓				✓	✓								
P9R		✓				✓				✓	✓					✓			
P10R										✓	✓				✓	✓			
P11R		✓				✓				✓	✓					✓			
Underpinning Science and Mathematics																			
US1R				✓	✓				✓										
Design Analysis																			
E1R		✓	✓			✓				✓	✓		✓			✓			
E2R				✓	✓				✓										
E3R		✓				✓				✓	✓					✓			