



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons) Product Design

Course Code: BAHPD

2024/25

leedsbeckett.ac.uk

BA (Hons) Product Design (BAHPD)

Applicant Facing Course Specification for 2024/25 Undergraduate Entrants

Confirmed at 11/2023

General Information

Award	Bachelor of Arts (with Honours) Product Design
Contained Awards	Bachelor of Arts Product Design Diploma of Higher Education Product Design Certificate of Higher Education Product Design
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 3 years (full time, campus based)• 4 years (full time with a one-year placement)• 6 years (part time, campus based)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

The course adheres to the University Academic principles and Regulations with one exemption. Level 5 does not count towards final degree classification

Key Contacts

Your Course Director	Lauren Moriarty
Your Academic Advisor	An Academic Advisor will be allocated during induction
Your Course Administrator	Sophie Baines productdesignadmin@leedsbeckett.ac.uk

Sandwich or Other 'In Year' Work Placement Information

Summary

The optional placement year can be referred to as a 'sandwich year', 'internship' or 'work experience'. An industrial placement is an excellent opportunity to improve your employability and job prospects. Through practical work experience an industrial placement will help you acquire and evidence the skills employers want and make valuable contacts within the product design industry.

The industrial placement year involves sourcing and undertaking a placement between your second and third year of study, effectively making your degree 4 years in length. Whilst there is a support network in place to help you source and obtain a placement, you must take responsibility for your own placement and actively engage with the process.

Length

Placement year students are expected to find employment in the product design industry/subject area for a minimum of 40 weeks. This may consist of up to three separate placements although it is recommended that students complete the placement year with one company for the entire duration of the placement year, or two placements of approximately equal length.

Location

During the placement year students will be visited by staff at least once, with those students on multiple placements being a priority for more than one visit. During the visit the tutor will examine the nature and extent of the professional experience, discuss placement learning, and monitor and guide performance and progress. Pastoral support may be supplemented by contacting the course team at any point that the student feels support is needed.

Students may choose to complete a placement in the UK or abroad, although those working abroad may not be visited in person.

The course does not contain work-based learning modules requiring students to work on supervised work placements. The practical aspects of the course provide appropriately challenging and authentic experiences as specified by the University's Work-Related Activities requirement. Project modules are designed to enable application of learning from previous modules and often contain embedded skills and knowledge as an integrated part of a holistic, thematic project. While individual project modules may emphasise particular Learning Outcomes, students experience holistic approaches to learning and doing in a manner that reflects the reality of professional practice.

This authenticity is furthered in specified modules where the theme, or brief, is drawn from real case studies and/or engagement with an external stakeholder, in some cases acting as client. These engagements provide students with the experience of communicating and negotiating with a client at all stages of the design process from agreeing the brief, through design development to persuasively presenting final outcomes in a professional manner.

Students are encouraged and supported in recognising the work related and employability aspects of all their studies, 'live' projects included, and are encouraged to articulate their experiences and abilities through PPD activities and, ultimately, their professional portfolio on graduation.

In addition to the core curriculum students are encouraged and informally supported to engage with work experience, internships, and voluntary activities outside of scheduled study time. Evidence from such experiences can then be included in the Personal and Professional Development (PPD) aspects of discipline modules such that this extra-curricular activity contributes to assessment.

Holistic project modules are present at all three Levels.

External context briefs occur at Levels 5 and 6.

Professional Accreditation or Recognition Associated with the Course

N/A

Course Overview

Aims

The BAH Product Design programme encourages creativity for purpose and for the fulfilment of human need. Our students become design thinkers who address real world challenges through creative input, technical capability, contextual insight, and empathy for people. By working through a sequence of challenging design projects students acquire a wide range of creative and technical skills which enable them to realise the design of products from the stages of client/user consultation through to final presentation. The course provides students with a learning environment to conceptualise and validate their ideas by observing, challenging, questioning, suggesting, and testing through iterative design processes. Through individual and group projects involving external stakeholders students determine their own design methodology and identity whilst building a portfolio of work that will locate them in their desired professional context. Students have the opportunity to complete a year in industry as part of the course. If they choose this route, they will gain invaluable experience of product design in real world contexts. By studying on this course students develop as creative product designers who focus on a particular area of specialism by the end of their final major project in the third year.

The course will provide students with a varied and exciting educational experience that prepares them to pursue various career options upon graduation. The programme is designed so that students gain all the necessary creative, technical, research, design and presentation skills needed to work within product design practice. Graduates of the course go on to work as Product Designers in a wide variety of roles in design studios, companies, design consultancies and freelance positions. Some set up their own studios and some will also progress to postgraduate study.

The aims of the programme are to:

- Produce confident, enterprising, independent, self-aware, and adaptable product design graduates (Course Learning Outcome 4)
- Enable students to achieve their full potential with the requisite skills to enter global product design practice (Course Learning Outcomes 1, 2, 3 and 4)
- Create graduates who will be able to challenge popular notions about product design and propose ethically and culturally responsive product solutions (Course Learning Outcomes 1, 2, 3 and 4)
- Develop students' skills in effective and compelling communication and presentation (Course Learning Outcomes 3 and 4)
- Create graduates who can operate effectively through the practice of design as a collaborative and participatory discipline (Course Learning Outcome 4)
- Develop effective, reflective, self-reliant, and self-directed graduates capable of life-long learning (Course Learning Outcome 4)

Course Learning Outcomes

At the end of the course, students will be able to:

1	Human-centred design research (who, why) Explore, analyse, synthesise, and apply primary and secondary design research to the design process to gain human insight into diverse design issues. Critically evaluate the impact and relevance of historical, contemporary, and future design issues in the context of a defined and justified brief.
2	Design Thinking: design methods and creative and critical thinking skills (how) Select, critically justify, and apply appropriate design methods and iterative processes to initiate and support design development. Demonstrate creative design thinking within a reflective and evaluative process of learning through doing.
3	Design Realisation: product design outcomes and communication (what) Deliver effective and significant product design outcomes communicated appropriately through physical and digital methods and critically reflect on how enterprising behaviour and practice can be developed through product design.
4	Operating as a designer: transferable skills (where, so what?) Respond to diverse real world design challenges through effective project management, appropriate communication and continual critical reflection as well as working ethically and responsibly either autonomously or as part of project teams.

Teaching and Learning Activities

Summary

The delivery format of the course is in person, with online learning set during periods of short term staff illness. The majority of students' study time is involved in undertaking project work and therefore there is an emphasis on studio tutoring – one to one and small group demonstrations, discussions and critiques of work in progress. Some modules and most project work is further supported by more formal contact sessions including lectures, tutor and student led seminars and student presentations. In common with most art/design disciplines a significant number of students are dyslexic or have associated learning difficulties and in recognition, interaction commonly involves multiple forms of communication e.g. verbal, written, diagrammatic and visual so as to embrace different learning styles and students are encouraged to audio record sessions as an alternative or to supplement note taking. On request tutors will meet with DSA students and their support workers to discuss and support students' learning needs.

The combination of studio environment and project-based learning offers opportunities for delivery of contact sessions to be fluid and flexible and staff are able to monitor progress and respond to students' needs almost immediately. Furthermore, this flexibility extends to the ability to exploit ad hoc opportunities e.g., contact with external agencies, exhibitions, and other related events.

All studies are supported by guided independent study, which may include secondary and/or primary research, experimentation/exploration, and testing/evaluation as appropriate to module and assignment.

Additionally, there may be visits or field trips and professional practitioner input as visiting and part time lecturers.

Where students are genuinely unable to participate e.g., illness, lack of personal resources, caring responsibilities, course materials (PowerPoints, handouts, recordings of lectures) are made available with opportunities for follow up tutorials. Where only a few students/staff are able to attend a significant field trip, they are asked to create a presentation to share their experiences with others.

All studies are supported through the course's virtual learning environment (CAGD) for assessment feedback and MS Teams for course announcements.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to Design Thinking and Product Design (20 credits)	Y	The Design Process (20 credits)	Y
Designing Through Modelling (20 credits)	Y	Human Centred Design Research (20 credits)	Y
Critical and Contextual Studies 1 (20 credits)	Y	Responsible Design (20 credits)	Y

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
External Context Brief 1 (20 credits)	Y	External Context Brief 2 (40 credits)	Y
Design Futures (20 credits)	Y	Critical and Contextual Studies 2 (20 credits)	Y
Design for Manufacture (20 credits)	Y		

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Design for the Real World (40 credits)	Y	Product Launch (20 credits)	Y
Final Major Project (60 credits)	Y	Final Major Project (60 credits)	Y

Part-time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study.

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities, and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by coursework predominantly.

Level 5 is assessed by coursework predominantly.

Level 6 is assessed by coursework predominantly.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	366 hours	321 hours	205 hours
Independent Study	834 hours	879 hours	995 hours
Placement	-	-	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to

specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.