

Course Title	BA (Hons) User Experience and User Interface (UX/UI) Design
Final Award	BA (Hons) User Experience and User Interface (UX/UI) Design
Interim Awards	Certificate of Higher Education in User Experience and User Interface (UX/UI) Design  Diploma of Higher Education in User Experience and User Interface (UX/UI) Design  BA User Experience and User Interface (UX/UI) Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	I310
HECOS code (with Subject percentage Splits if applicable)	(CAH25-01-01) creative arts and design (non-specific) (CAH25-01-03) design studies CAH25-01-05) others in creative arts and design (CAH11-01-08) others in computing
QAA Subject Benchmark	Art and Design (2019) Computing (2022) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	Digital user experience (UX) professional (integrated degree) ST0470  Creative digital design professional (integrated degree) ST0625
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> Online
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University London campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 Years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022-September 2027)
Intended First Cohort Start Date	09/22
Date produced/amended	11/03/22
Course Leader	David Hunter
Course Development Team Members	David Hunter (1.0 Course Leader) Amy Jackson-Bruce (0.4 Senior Lecturer) Nick Rothwell (0.2 Senior Lecturer)

	Rose Gridneff (Programme Director)
Course Administrative Contact	Rachel Fletcher, Programme Administrator

**Course Description**

This course explores the importance of human-centred design, valuing the end user experience and creating intuitive user interfaces. Students will explore an understanding of what constitutes professional UX and UI design for websites, applications, products, platforms, services, across different devices and media, on screens, in spaces, and in augmented, virtual, and mixed reality.

Through solo and group projects students will learn how the key aspects of UX and UI design: human-centred design, user research, interaction design, accessibility, visual design, and information architecture are professionally identified, investigated, informed and interrogated. Students will be encouraged to reflect, evaluate, select, justify, communicate and innovate in all the areas touched by this course.

Students will develop and create an individual portfolio of inspiring and resolved projects based on user-centred research and design experimentation that will showcase both their creative and analytical design-thinking skills and their technical expertise.

Creating tomorrow’s industry-ready UX and UI designers, this course identifies and enables the traits, experiences and characteristics that a UX and UI designer, must possess.

The design of interactive devices and services directly influences the user’s experience of them. When UX/UI design and software are combined together the digital-experiential future for individuals and society can be directly and radically shaped. . Design thinking, based on user research and iterative design, will be applied to push our usage of technology forward in intelligent and purposeful ways. This is a course which champions design for good and making a positive difference to society.

The experimental nature of this subject leads into very practical skills that are much sought-after in a variety of industries, since almost all industry incorporates technology that at some point must be used by a range of people. Increasingly industry across many domains recognises the need for a user-centred research first approach.

Designers who can code have a technical and knowledge advantage in the workplace as do designers who understand human-centred design processes with strong research skills. As such graduates from this course can work in a broad range of roles related to digital products and services in design agencies and in-house across different sectors including entertainment, automotive, healthcare, fashion, gaming, fashion, travel, events and museums, banking, retail, government, research labs, and education.

The course will provide students with the knowledge and skills appropriate to a broad range of design and technology career outcomes such as user experience designer, user interface

designer, visual designer, creative technologist, interaction designer, service designer, researcher, project manager and producer. Students are encouraged to develop individual creative ability, supported by a high level of technical skill.

**Year One: Engage and Explore**

This design-led introduction explores core competencies in human-centred design, researching users, designing experiences, visual design, coding for interaction and the web. You will begin to learn the fundamental skill set of the UX and UI designer in creating human-centred project outcomes. A programme of industry practitioners and speakers supplements and enhances the core delivery.

**Year Two: Experiment and Empower**

This year explores more advanced interactivity through play and experimentation in software and code, data, materials, and future-facing design, as well as more advanced research methods and a growing understanding of the user and behaviour. This culminates in tying together experiences across multiple touchpoints in service design, taking into account accessibility and inclusive design, and how design can be a force for positive change, empowering both the learner and the audience. Encouraging a personal approach, the course enables and supports the application of both individual and group design propositions to real-world and imagined scenarios.

**Year Three: Enhance and Exhibit**

The culmination of three years of study is channelled into practical projects, increasingly professional in scope. A range of live briefs, alongside a self-directed major project, form the basis of your final portfolio body of work, enabling you to launch into your chosen area of the industry, whilst showcasing your accomplishments and achievements and shaping your professional creative identity.

**Course Aims**

- Develop expertise in human-centred design processes and human behaviour to enhance the user experience across a range of domains
- Provide opportunity for creativity, playful experimentation, radical thinking and ideation necessary for future-facing design
- Focus on the creativity inherent in coding to empower designers who can create interactive experiences and collaborate with professional developers
- Develop critical thinking and analytical skills in terms of users and technology in our societies
- Tackle important world issues through actionable design interventions and empower our students to make a difference
- Enable deep, structured collaboration both between students on this course and on other courses at Ravensbourne

- Help students develop an industry-ready individual portfolio of meaningful projects, technical skills, and design experiments
- Cultivate a broad range of skills, knowledge, and confidence to go into a wide range of industry roles as well as postgraduate study

**Course Learning Outcomes**

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the BA (Hons) User Experience and User Interface students will be able to:</p>	
<b>Explore</b>	<p>Evidence and contextualise capacity for utilising and synthesising User Experience and User Interface (UX/UI) Design specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)</p>
<b>Create</b>	<p>Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to User Experience and User Interface (UX/UI) Design.</p> <p>Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for User Experience and User Interface (UX/UI) Design. (CLO2)</p>
<b>Influence</b>	<p>Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to User Experience and User Interface (UX/UI) Design. (CLO3)</p>
<b>Integrate</b>	<p>Evidence a critical ability to successfully synthesise collaboration, industry interactions &amp; practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to User Experience and User Interface (UX/UI) Design. (CLO4)</p>

<p>Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the BA User Experience and User Interface students will be able to:</p>	
<b>Explore</b>	<p>Evidence and contextualise capacity for utilising and synthesising User Experience and User Interface (UX/UI) Design specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)</p>

## COURSE SPECIFICATION

<b>Create</b>	<p>Evidence ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms aligned to User Experience and User Interface (UX/UI) Design.</p> <p>Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for User Experience and User Interface (UX/UI) Design. (CLO2)</p>
<b>Influence</b>	<p>Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to User Experience and User Interface (UX/UI) Design. (CLO3)</p>
<b>Integrate</b>	<p>Evidence ability to effectively synthesise collaboration, industry interactions &amp; practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to User Experience and User Interface (UX/UI) Design. (CLO4)</p>

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the Diploma in User Experience and User Interface students will be able to:

<b>Explore</b>	<p>Evidence evolving ability to utilise research and critically reflect to support a developed understanding of subject knowledge and ability to problem solve in relation to User Experience and User Interface (UX/UI) Design. (CLO1)</p>
<b>Create</b>	<p>Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to User Experience and User Interface (UX/UI) Design.</p> <p>Exhibit developed technical competencies, supporting ideation, communication and presentation with consideration of audience/user for User Experience and User Interface (UX/UI) Design. (CLO2)</p>
<b>Influence</b>	<p>Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to User Experience and User Interface (UX/UI) Design. (CLO3)</p>
<b>Integrate</b>	<p>Evidence evolving ability to engage with collaborative working to support academic development, industry interactions &amp; practices to enhance and progress self-efficacy and professional development in relation to User Experience and User</p>

## COURSE SPECIFICATION

	Interface (UX/UI) Design. (CLO4).
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Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the Certificate in User Experience and User Interface students will be able to:

<b>Explore</b>	Demonstrate capacity for engaging with research and critical thinking, developing User Experience and User Interface (UX/UI) Design specific knowledge and emerging ability to problem solve. (CLO1).
<b>Create</b>	Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to User Experience and User Interface (UX/UI) Design.  Exhibit emerging technical competencies, supporting ideation, communication and presentation with consideration of audience/user for User Experience and User Interface (UX/UI) Design. (CLO2).
<b>Influence</b>	Demonstrate an emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to User Experience and User Interface (UX/UI) Design. (CLO3).
<b>Integrate</b>	Demonstrate emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to User Experience and User Interface (UX/UI) Design. (CLO4).

### Ravensbourne University Assessment Criteria

Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

### Core Competencies

Each module learning outcome should be aligned to at least one competency.

## COURSE SPECIFICATION

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	<p>The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Evaluate their own beliefs, biases and assumptions</li> <li>• Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>• Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>• Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>• Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>• Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>
<b>Emotional, Social and Physical</b>	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> </ul>	<b>Explore, Influence, Integrate</b>

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	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul>	
	<p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p>	
	<ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice	<b>Explore, Create, Influence, Integrate,</b>



	Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	
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**Learning, Teaching and Assessment**

Learning and Teaching methods	Assessment Strategy
<p><b>Briefings</b></p> <p>Briefings are normally supported by lectures on relevant introductory topics, workshops and activities to initiate project activity, or technical exercises.</p> <p><b>Lectures</b></p> <p>The main forum for theory and practical application of theory will be covered in lectures.</p> <p><b>Seminars</b></p> <p>Smaller group sessions discussing lectures, reading and research material, as a way to ensure material is understood, to share amongst peers interpretations and value different perspectives on material, and suggest further material to explore, support and expand understanding.</p> <p><b>Workshops</b></p> <p>Practical sessions or activities within a session, that typically help to kickstart a module or project, allow the practical application and exploration of theory and technical skills as integrated practice. Workshops typically involve a series of structured activities and creative challenges. Workshops may vary in duration from half session activities, whole session, and multi-session. Workshops may have individual or group outcomes.</p>	<p>/Each module has a Formative assessment point where students present their work and are given verbal feedback on progress and feedforward including advice and guidance on how to develop and complete the module. Formative assessment typically involves a student delivering a presentation to display/demonstrate their work in-process and explain their design decisions. Formative assessment may include peer feedback and feedforward activities.</p> <p>Each module has a Summative assessment point where a final grade is awarded and written feedback is given to the student. Written feedback may be supported by recorded audio verbal feedback, or supplementary post-Summative 1:1 meetings to discuss submission and feedback.</p> <p>Summative assessment is based on the holistic assessment of Assessment Tasks as specified in module descriptors and project briefs, ensuring students have met the Learning Outcomes.</p>

**Technical exercises/instruction**

Exercises or instruction sessions to gain technical skills in a wide range of software and technologies suitable to answering human-centred design briefs. Sessions and exercises could introduce new software or technologies, or advance existing skills, set challenges to expand understanding of how to employ existing skills and discover new applications of skills. These sessions could be of different durations and group size, in-person or online.

**Project work**

Individual practical work in-class to progress a project towards a successful final outcome and submission.

**Group work**

Collaborative practical work in-class to progress a project towards a successful final outcome and submission.

**Individual/group tutorials**

Tutorials are a bedrock to learning where students present and discuss their project progress between (or within) sessions to their tutors or peers in small groups and get feedback and suggestions on how to improve and progress their project work or processes.

**Self-directed study**

Individual practical work during independent study time between sessions to progress a project towards a successful final outcome and submission.

**Peer/tutor/industry feedback sessions**

Structured activities for peer-to-peer feedback, feedback from tutors, or sessions with industry partners where they give feedback from a professional standpoint

**Individual/group presentations and critiques**

Individuals (or groups in collaborative projects) create and deliver visual and oral presentations of their projects, whether in-process or as finished. Presentations are typically delivered to student peers, tutors, and visiting educators/industry guests, with constructive criticism and feedback to assist the student make progress with their project and wider learning.

**Online activity**

Activities that could be the same as above but which are delivered online, using formats and techniques appropriate to the medium.

**Work-Based Learning**

Students are encouraged from Level 4 to engage with industry and seek internship opportunities within the industry at Level 5. The careers team within Student Services can facilitate outreach for students to contact companies. Students are provided with membership of industry bodies that can assist with placements.

Students are likely to apply for specific internship or work experience placements with development or publishing companies. They might also apply for zero hours casual work as quality assurance engineers.

Students are encouraged to find industry mentors to assist professional development.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
USE22101	Understanding Users		Mandatory	20
USE22102	Creative Coding	x	Mandatory	20
USE22104	Exploring Experience		Mandatory	20
USE22105	Making Machines	x	Mandatory	20
USE22103	Professional Life Practice “Developing your Practice”	x	Mandatory	20
USE22106	Professional Life Practice “Exploring your Practice”	x	Mandatory	20
Total				<b>120</b>
Level 5				
USE22201	Insight Interaction		Mandatory	20
USE22202	Immersive Worlds	x	Mandatory	20
USE22204	Expanding Experience		Mandatory	40
PLP22203	Professional Life Practice “Applying your Practice”	x	Mandatory	20
PLP22206	Work-Based Learning		Mandatory	20
Total				<b>120</b>
Total				<b>240</b>
Level 6				
USE22301	Creative Impact	x	Mandatory	40
USE22302	Major Project		Mandatory	40
PLP22203	Professional Life Practice “Situating your Practice”	x	Mandatory	20
USE22304	Hello World		Mandatory	20
Total				<b>120</b>
Total				<b>360</b>

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent study, self-directed study and assessment	152
<b>Total</b>		<b>200</b>	

## Course Regulations

### Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

### Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

### Conditions for Progression

Students will be deemed to have passed a module if they achieve 40% for undergraduate students; or 50% for postgraduate students. Some modules, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

### Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

### Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded [*insert award title here*].

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in User Experience and User Interface (UX/UI) Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in User Experience and User Interface (UX/UI) Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

3. BA User Experience and User Interface (UX/UI) Design (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

**Any derogation(s) from the Regulations required?**

N/A

Student Support

<https://www.ravensbourne.ac.uk/student-services>

Assessment Regulations

<https://www.ravensbourne.ac.uk/staff-and-student-policies>

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<b>Level 4 Modules</b>				
USE22101 Understanding Users	x	x	x	
USE22102 Creative Coding	x	x		
USE22104 Exploring Experience	x	x	x	
USE22105 Making Machines	x	x	x	
USE22103 Professional Life Practice	x	x	x	x
USE22104 Professional Life Practice	x	x		x
<b>Level 5 Modules</b>				
USE22201 Insight Interaction	x	x	x	
USE22202 Immersive Worlds	x	x		
USE22204 Expanding Experience	x	x	x	
PLP22203 Professional Life Practice	x	x	x	x
PLP22206 Work-Based Learning	x		x	x
<b>Level 6 Modules</b>				
USE22301 Creative Impact	x	x	x	x
USE22302 Major Project	x	x	x	x
PLP22203 Professional Life Practice	x	x		x
USE22304 Hello World		x		x

**Course Diagram**

	Semester 1	Semester 2
Level 4	<b>USE22101 Understanding Users</b> 20 credits	<b>USE22104 Exploring Experience</b> 20 credits
120 credits	<b>USE22102 Creative Coding</b> 20 credits	<b>USE22105 Making Machines</b> 20 credits

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	<b>USE22103 Professional Life Practice</b> 20 credits	<b>USE22106 Professional Life Practice</b> 20 credits		
	Semester 1		Semester 2	
Level 5	<b>USE22201 Insight Interaction</b> 20 credits	<b>USE22204 Expanding Experience</b> 40 credits	<b>PLP22206 Work-Based Learning</b> 20 credits	
120 credits	<b>USE22202 Immersive Worlds</b> 20 credits			
	<b>PLP22203 Professional Life Practice</b> 20 credits			
	Semester 1		Semester 2	
Level 6	<b>USE22301 Creative Impact</b> 40 credits	<b>USE22302 Major Project</b> 40 credits	<b>USE22304 Hello World</b> 20 credits	
120 credits	<b>PLP22203 Professional Life Practice</b> 20 credits			