



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	Bower Ashton	
Faculty responsible for programme	ACE	
Department responsible for programme	Art and Design	
Modular Scheme Title	MA Design	
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates		
Highest Award Title	MA Design	
Default Award Title	PG Cert. Design	
Interim Award Titles	PG Dip. Design	
UWE Progression Route	N/A	
Mode(s) of Delivery	FT / PT / CPD	
Codes	UCAS: N/A	JACS:
	ISIS2: W20D12	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	12 April 2012 (Special CAP)	
Valid until Date		
Version	1	

Part 2: Educational Aims of the Programme

- To provide a creative and ambitious pedagogic structure that enables students from a wide range of Under-graduate and professional backgrounds to challenge, develop and extend their Design practice and working methodologies. (Either through the full linear programme or through stand alone CPD modules)
- To equip students with the advanced skills, knowledge and understanding necessary, to enable them to evaluate, develop and disseminate their design practice.
- To provide a creative context for practice based exploration and experimentation.
- To support and promote the development of live and collaborative work through a range of Faculty, external and student led projects.
- To enable students to develop and deliver innovative working methods and viable design solutions for application within the creative industries and beyond.
- To enable students to project manage creative projects for application in the creative industries and beyond.
- To provide a critical and reflexive environment for creative study and personal development.
- To foreground a rigorous and critical study of the key issues and debates that affect contemporary design today.
- To equip students with the skills necessary to undertake sustained, independent, innovative and interdisciplinary research.
- To equip students for future careers as innovators within the creative Industries.
- To support the culture of staff and student research and knowledge exchange activity that underpins the ongoing development of the programme.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies.
A Knowledge and Understanding	
A Knowledge and understanding of	Teaching/learning methods and strategies: <i>(References to delivery / timings relate to the FT model of study)</i>

Part 3: Learning Outcomes of the Programme

1. (Acquire new knowledge) of a variety of creative processes, prototyping techniques, materials innovations and associated technologies.
2. The current theories, debates and critical perspectives that contribute to the understanding of design as a creative, critical and cultural practice.
3. Research methods and their application within design practice.
4. Concepts and techniques used in marketing and persuasive visual communication.
5. The ways in which students existing and newly acquired skills can be developed and adapted to meet the needs of changing contexts.

1. The two 30c modules 'Make & Manufacture' and 'Play' have been designed to be delivered via the MA Design LAB, technical workshops and the CFPR. Students will receive technical inductions and practical workshops in the relevant areas and will be given time to explore and develop their understanding of these methods and the ways in which they may be applied to their practice. A fast paced combination of individual and collaborative projects will ensure students have the opportunity to explore and make full use of the resources available to them to support their learning.
2. The programme offers a range of seminars and lectures throughout the first two semesters that will focus on addressing and critiquing current theories, debates and critical perspectives relevant to contemporary design, including sustainability and ethics. Speakers will include members of the programme team, Researchers and Visiting specialists / Course Associates from the creative industries and beyond.
3. The development and application of research methods is embedded into learning at every level, particularly in the modules that run in the first two semesters. Seminars, projects and workshops in these modules will encourage students to access a range of sources and familiarize themselves with key texts, archives, databases, websites and specialist libraries (for instance). A student's richest source of knowledge is usually their peer group, and this inter-resourcing is embedded as a key feature of the MA programme. Within set projects students are expected to self select critical research enquiries and to address them either individually or as a group. All students keep a journal documenting and exploring the developing relationship between their individual contextual critical reflection and their emerging practice.
4. The module 'The principles of Marketing and Communications strategy' delivered via the Business School will develop student's ability to understand the concept and practice of persuasive communication. Group based activity will be supported by rigorous preparation and individual study.
5. At every stage of the programme students are required to reflect on their creative methodologies and professional ambitions. Paramount to successful engagement with the programme is that students recognize the importance of testing, adapting and applying these within different creative contexts.

Assessment:

Assessment of the knowledge base is achieved through a combination of assessed projects, presentations of the work and written assignments. Students are required to keep a journal throughout the programme to record the contextual, critical and practical enquiries explored in the development of their work. These journals are submitted at every assessment point.

Part 3: Learning Outcomes of the Programme

B Intellectual Skills

B Intellectual Skills. Students will be expected to

1. Critically reflect on and evaluate their current creative methodologies.
2. Rationalise their creative decision making processes.
3. Develop, critique and apply appropriate research methodologies to progress their design practice.
4. Apply complex ideas and concepts to the development of their design practice.
5. Holistically synthesize their learning into clear creative direction.

Teaching/learning methods and strategies:

1. Students are expected to use their journals, tutorials and seminar discussions throughout the programme to reflect critically on their current and evolving methodologies. They are expected to address their learning as an individual and as part of an interdisciplinary group, utilizing their peer's experience and understanding to develop new insights and understanding. The interdisciplinary and collaborative nature of the programme is intended to highlight and reflect the opportunities and tensions of working as part of a team in the creative industries
2. Peer group learning, presentations and the use of the journal enable students to reflect on, test, modify and present their creative decision making processes. Students are required to synthesize practical, theoretical and Industry related knowledge and protocols when rationalizing their practice.
3. Projects are designed to encourage the implementation of a methodology that recognizes research as a key component. Students develop skills in research methods as they progress through the course, and the application of these will be supported through seminar and tutorial discussion. Critique and analysis of their research methodologies will be supported via the journal and group / individual tutorials.
4. Debates underpinning the contemporary Design landscape are introduced via practice and theory modules in the first two semesters. Through project and presentation work students will be required to take ownership of and apply this new knowledge to the rationalization and development of their practice.
5. All work is project based and projects are designed to encourage the development of a methodology that recognizes research, experimentation, design development, realization and dissemination as key components. Students develop skills in each component as they progress through the course. Teaching and independent study encourages students to explore their practice through the synthesis of these components and to develop an individual creative direction.

Assessment:

Intellectual skills are assessed through the presentation of practical work and the critical evaluation of that work as presented in the journal. The relationship between critical evaluation and the development of practice is central to the assessment process. Presentations assess the integrity of concepts and strategies as well as encouraging students to actively engage in debate about meaning, relevance and intended audience.

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills, Students will be able to:

Teaching/learning methods and strategies:

Part 3: Learning Outcomes of the Programme

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|---|--|
| <ol style="list-style-type: none"> 1. Develop their intellectual and creative curiosity. 2. Identify, explore and develop design solutions for complex creative problems. 3. Understand and apply appropriate materials, processes and techniques to the design and manufacture of their work. 4. Explore creative play and risk as practical approaches to the development of their practice. 5. Identify strategies to develop challenging, innovative design. 6. Work effectively in collaborative environments. 7. Negotiate access to, and use the range of resources and facilities necessary for the completion of projects. (Internally & externally). | <ol style="list-style-type: none"> 1. The diversity of the student group and their practices requires that individuals consider a wide range of potential methodologies and approaches to design practice. The programme structure and inter-disciplinary nature of the programme enable the student's intellectual curiosity to be nourished, tested and developed. 2. A range of long and short, collaborative, individual and self negotiated project briefs provide opportunity for students to identify, explore and develop design solutions. 3. The development of design methods is supported through practical projects and technical workshops within the Faculty and Faculty research centres. Seminars are designed to encourage debate and critical analysis of the appropriateness of their applied materials / techniques / processes in relation to the contextual application of the work 4. The 'Make and manufacture' and 'Play' modules specifically encourage creative play, experimentation and risk as approaches to the development of ideas. Students are encouraged to challenge conventional methods through the application on new and innovative couplings of materials, techniques and processes where the outcomes cannot necessarily be predetermined. 5. Guest speakers and Industry partnerships are designed to encourage students to develop the necessary confidence to make innovative and imaginative use of their material and technical vocabularies, and to develop challenging new solutions. 6. The structure and interdisciplinary nature of the programme is designed to enable students view their practice as a collaborative process, and to exploit the potential of those collaborations within their peer group and beyond. Regular contact with Industry partners will provoke deeper understanding of the nature of collaborations outside of a University context. Through discussion in seminars, tutorials and their journals students will be required to critically review and evaluate their skill set, role and contribution to collaborative projects. 7. At every stage of the course students are required to manage their own learning and access to the technologies / technical / academic resources they need. Outsourcing and collaborative practice, either via established programme partnerships, or through the formations of new partnerships by the student are encouraged at every level. |
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Assessment:
 Subject, Professional and practical skills are assessed through the submission of practical work including evidence of research, design development (samples, drawings, sketchbooks) and the journal. The supporting work is important in showing the extent to which ideas have been tested and explored. Critical evaluation as evidenced in the journal tests the student's ability to reflect on their practice and demonstrates the depth and breadth of their critical and contextual understanding. Presentations assess the integrity of concepts and strategies as well as encouraging students to actively engage in debate about meaning, relevance and intended audience.


D Transferable Skills and other attributes

Part 3: Learning Outcomes of the Programme

<p>Transferable Skills and other attributes. Students will be able to</p> <ol style="list-style-type: none"> 1. Broker, develop and deliver collaborative creative projects. 2. Communicate effectively across a range of situations and registers. 3. Demonstrate autonomy and self motivation with regard to professional study. 4. Evidence flexible and adaptable approaches to working. 5. Recognize their own strengths and contribution when working in collaborative contexts. 	<p>Teaching/learning methods and strategies:</p> <ol style="list-style-type: none"> 1. Throughout the 'practice in a professional context' module and 'Live' students will receive guidance and support in initiating, setting up and delivering collaborative creative projects either with industry partners or within their peer group. The programme team will work with colleagues from Research Business and Innovation to support students in the negotiation and delivery of live and collaborative projects. 2. Through the presentation of proposals, design development, resolved design solutions, product pitches to colleagues both internal and external to UWE, it is intended that students become conversant in a range of scenarios by which ideas might be articulated. These skills will be continually reviewed and appraised and developed throughout the programme, and students will be expected to operate at a professional level. 3. Students are expected to manage their time and work independently during the course of their studies. Whether individually or collaboratively, it is a requirement of the course that students are self-reliant and generate their own research and peer exchanges. Taught sessions explore the development of work undertaken in these independent stages, and as the programme progresses tutorial support addresses this aspect of a students learning. 4. Set and self negotiated projects will challenge students to adapt to new and alternative ways of working. Students will be required to evaluate their skills / experience, and find ways to adapt and apply these as appropriate to the projects requirements. The journal should evidence critical reflection and evaluation of these processes. 5. Critical reflection and self evaluation are key elements of the course, and students will be required to employ these processes when evaluating their personal strengths and contribution to collaborative work. Peer review and Tutor feedback will support the development of these transferrable skills. <p>Assessment: All skills are assessed through the evidence of research, design development, realization and evaluation of practical work, supporting material, learning journal and presentations. Critical evaluation further tests the ability of students to deploy and adapt appropriate skills in the development, realization and evaluation of their work. The impact of individual contributions to the development of others will be assessed when the students work collaboratively.</p>
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Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY FULL TIME 	Semester 1	Compulsory Modules UADALJ-30-M Make UMKC8L-15-M The principles of Marketing Communications Strategy EADALH-15-M Ethics	Optional Modules None	Interim Awards PG Cert. Design <i>15c The principles of Marketing Communications Strategy</i> is a shared module, delivered via the business school. Already Validated.
	Semester 2	Compulsory Modules UADALK-30-M Play UAAA6H-30-M Practice in a professional context	Optional Modules None	Interim Awards PG Dip. Design <i>30c Practice in a professional context is a Department wide module, delivered across all PG programmes.</i> Already Validated.
	Semester 3	Compulsory Modules UADALL-60-M Live	Optional Modules None	Interim Awards MA Design

GRADUATION

PART TIME ROUTE :

Year 1

<p>Semester 1 September – January</p>	<p>Make 30c <i>Skills Review and Development. In this module students will be encouraged to critically and creatively engage with a broad range of materials and manufacturing processes relevant to their practice interests. Students will be invited to challenge the nature, role and cultural value of different approaches to 'making' and 'manufacture', from making by hand, to mass manufacturing, to new and emerging digital fabrication processes.</i></p> <p><i>Students will be introduced to the fabrication workshops which include facilities for working in wood, metal, ceramics, plastics and textile materials. In addition to traditional materials and fabrication techniques, there will be opportunity to receive tuition in 3D Computer Aided Design, 3D printing, laser cutting and CNC machining, and also interactive electronics and programming (Arduino). In this module students will question and challenge current approaches to 'making' and 'manufacture' in design, and develop a critical and reflective approach within their own creative practice.</i></p> <p><i>The development of students' awareness and application of appropriate research methods (literature review, case study methods and action research) will be implicit within this module.</i></p> <p><i>The module will necessitate collaborative project work as well as offering students the opportunity to reflect critically upon this process in the development of their own independent project work. It will establish in students flexible and interdisciplinary approaches to problem solving through practical and theoretical design and research methods.</i></p>
<p>Semester 2 January – June</p>	<p>Play 30c <i>Builds on the skills acquired in Semester 1 and encourages students to experiment and innovate with their ideas and to speculate on new creative pathways once they have the confidence and skills gained in semester 1. Project studio / workshop based.</i></p>

Interim award : PG Cert. Design

Year 2

<p>Semester 1 September – January</p>	<p>The principles of Marketing and Communications strategy. 15c <i>This module will equip students with greater critical understanding of the relevance and practice of quality visual communication, (branding and marketing) in relation to their practice. It is expected that this learning will be practically applied through the development of proposals, applications and portfolios in subsequent modules.</i></p> <p>Ethics 15c <i>This module is aimed at developing student's wider understanding of the ethical and environmental issues that surround contemporary design practice. It requires that students not only question the impact of their own immediate practice but also how responsibility in creative design solutions on a global scale has brought about an array of ethically driven solutions and / or systems.</i></p> <p><i>These two more theoretical modules have been designed and positioned here within the programme to enable students to contextualize their practice within broader critical and cultural frameworks once they have developed their practice and practical skills in the first 2 modules. The PM & C module will facilitate the development of skills necessary for the Practice in a Professional context and LIVE modules.</i></p>
<p>Semester 2 January – June</p>	<p>Practice in a Professional context 30c <i>This is a shared module with MA Multidisciplinary Printmaking, and will give students the opportunity to begin planning their 'LIVE' module projects in advance. The module will necessitate project proposal and planning, aligning timetables and negotiating shared expectations and objectives.</i></p>

Interim award : PG Dip. Design

15c *The principles of Marketing Communications Strategy* is a shared module, delivered via the business school. Already Validated.
30c Practice in a professional context is a departmental wide and shared PG module. Already Validated.

Year 3

Semester 1 September – January	Live 60C <i>This module brings together the skills developed in all the previous modules and affords students the opportunity to apply them within live and real world contexts.</i>
Semester 2 January – June	Live 60C

Award : MA Design

GRADUATION

Part 5: Entry Requirements

MA Design seeks to recruit students who can demonstrate exceptional ability and commitment to developing their design practice for application within the creative and wider Industries.

Students will normally be expected to have an appropriate under-graduate degree and must be able to evidence their creative practice and enthusiasm for the subject through the presentation of a portfolio. Students will be invited to submit a design proposal outlining a project that they wish to undertake as part of the programme – this might be in relation to a live or collaborative opportunity that they wish to pursue as part of the LIVE brief.

All students will be interviewed; the interview will focus on the candidate's interest and current ability in the subject, as well as aspirations and ambitions for their creative and professional development. The programme is a creatively and intellectually demanding and fast paced, students will be expected to demonstrate that they are both capable and willing to fulfill the demands of the programme.

The programme will be taught in English and all students will be expected to have an appropriate level of English literacy and comprehension. (TOEFL 6.5 or above).

All applicants will be given a skills inventory to complete asking them to list key skills and to identify perceived skills gaps / ambitions for skill acquisition. This will be used by the team to plan teaching and timetabling.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; Practical project work to be evidenced through the portfolio, visual / verbal presentations, reports, and a critical journal (embedded in the portfolio for assessment), and are detailed in the following assessment map:

Part 6: Assessment

Assessment Map for *MA Design*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Semester 1	Module No Make							20% A			80% A
	Module No Ethics						20% A	20% A			60% A
	Module No M & Com						25% A	75% A			
Compulsory Modules Semester 2	Module No Play						20% A				80% A
	Module No Prac inPC										100% A
Compulsory Modules Semester 3	Module No Live						10% A		60% A		30% a

All assessments are Component A the controlled element of each assessment is highlighted in red.

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

On the MA Design programme teaching is a mix of *scheduled, independent and collaborative learning*.

Scheduled learning includes lectures, seminars, tutorials, project supervision, presentations, demonstration, practical classes, technical workshops and external visits.

To ensure successful implementation of learning outcomes and for students to realise full design potential a number of educative strategies are to be utilised throughout the course. Subject to the required outcomes and the turnaround of any given task within a module, students will be expected to take full advantage of sessions that will offer varied means to facilitating creative progress including: rapid experimentation and prototyping, experimentation, sampling and play. (Play as enquiry not only features in a core module but will be further encouraged throughout the course and students will be expected to capitalise upon this through their own project management and design implementation.)

The MA Design Lab will serve as hub for scheduled teaching sessions including but not exclusively: intensive 'sandpit' group exploratory sessions, rapid turnaround concept projects, lectures, 'live' project seminars and management sessions. Contribution to, and evidence of engagement with, all the methods of design development on offer are to be made evident at assessment. Academic staff will monitor and review at pre-determined intervals throughout the programme contributions made by all members of a cohort so as to ensure learning outcomes are to be realised for any given task within a module.

Collaborative learning includes group tasks and projects. These will vary in scale dependent upon the required outcomes within a given module. Each cohort will be effectively tutored in skills required for group work through workshops, seminars and one to one project supervision. Some set projects will be collaborative and students will be guided through collaborative working processes with peers before

Part 7: Student Learning

they embark on live or outward facing collaborations. This type of collaborative practice is designed to encourage idea exchange alongside professional partnership and project management. All stages of collaborative practice will be mentored, and where appropriate managed, by the academic staff. All students, whether working collaboratively or not will be assessed as individuals, with the critical design log being used to identify and reflect on the specifics of each students role and impact within the group.

Independent learning includes hours engaged with essential reading, independent creative development, assignment preparation, group project work and critical reflection. The critical design log will be developed independently and should contain critical reflection and analysis of the student's academic and creative progression and research interests. It will be the place in which students synthesize their learning and holistically reflect on their practice and its development. Although some will be arranged by the programme team, students will be expected to plan and negotiate relevant visits to specialist libraries, trade fairs and conferences as appropriate to their design practice and professional ambitions.

Scheduled learning includes lectures, seminars, tutorials, project supervision, presentations, demonstration, practical classes, technical workshops and external visits.

'Sandpit' sessions will run for a day or more at a time and will offer intensive teaching and learning experiences involving students, academics, researchers and when appropriate External specialists. They will be used to drive rapid lateral thinking, problem solving and innovative approaches to addressing particular research / design challenges. Sandpit sessions will be used for intensive discussion and creative experimentation, with creative risk and play being explored in order to delve deeper into the design problems on the agenda and uncover innovative solutions. Each sandpit will be led by a leader, whose role is to define the topic, aims and objectives, and to facilitate discussions at the sandpit event.

Part 7: Student Learning

Description of Distinctive Features and Support

This is not an MA in Product or Industrial Design; this is a genuinely creative, exploratory and experimental design programme with robust partnerships across the Creative Industries. MA Design encourages the application of design methodologies into new and diverse creative remits, the outcomes of which will not necessarily be designs or products, but more so, will be outcomes that challenge, re-define and propose new roles for the designer and design in contemporary culture.

A broad discourse in contemporary culture and the creative arts underpins how students identify and develop lines of enquiry. It is expected that due to constant shifts in thinking, technology and cultural values, that these lines of enquiry will vary from cohort to cohort and evidence creative agility whilst ensuring currency and relevance in the now.

Supported by Academics, Researchers, Industry partners and Designers students will work independently and collaboratively in the 'MA Design LAB', where all teaching, outside of workshops will take place. The LAB is designed around the philosophy of the 'design studio' but is broader and is a base all different types of learning and teaching. It is a space dedicated to MA Design students and as such will be designed to stimulate experimental collaborative creative practice and ongoing debate.

The MA design programme is a multi vocal trans-disciplinary programme designed to provide a critical and creative framework in which students can evaluate, develop and extend their design practice. It is underpinned by engagement with debates and issues that are key to research and practice in the creative industries, and will equip students with a diverse and industry relevant skill base. In addition to celebrating creativity and innovation the programme also embeds the acquisition and application of skills in collaborative practice, networking and enterprise, and pitching and promotion. MA Design will give students the opportunity to speculate on new creative pathways.

Students can join the course and study the full time / part time linear route as mapped out in the programme diagram, or coming from Industry, for instance, they may join individual modules as part of their CPD profile, or as part of the University's SHELL framework, allowing them to use the credits towards the MA Integrated Professional Development award. It is anticipated that there will be several types of learner within the programme cohort. Students joining the programme as part of the SHELL framework or CPD will have access to the University's online resources for these types of learner, these include the 'Personal effectiveness in HE' and 'Research Methods' learning materials which have been developed to support returning or new learners.

Student interaction through debate, critique and collaborative practice is required throughout and students are encouraged to develop dialogue with other Post Graduate students within the faculty.

The programme is designed to support student's individual development by means of the allocation of a tutor to guide development throughout the whole programme. As supplementary to module tutors, this tutelage will provide a consistent framework to support development and guide the student through the varied modular content and project outputs.

The programme will draw upon the resources of the Creative Industries faculty, the Business School and the Faculty's research centre's, (CFPR and DCRC) and by way of its emphasis on collaborative practice and industry partnerships, be a bridge between theory, practice and Industry.

The programme locates creative experimentation and 'play' at the heart of individual practice, allowing students to evaluate, test and challenge their practice as a tool for development. Set projects are short and fast paced with individually negotiated projects being longer to allow for deeper more exploratory and critical creative methodologies to evolve. A key feature of the programme is that it provides opportunity for reflexive development, encouraging students to evaluate their current practice and skills, and to look critically at the ways in which they may be developed and adapted for application within the Creative Industries.

The programme places a distinct emphasis on live and collaborative practice with external partners towards applied real world solutions. External partners may include for instance : companies, organisations, community groups, charities, galleries etc. The final 60c module 'Live' necessitates that all student projects have a 'live' element to them, either through collaboration with the programmes industry partners, or via partnerships the students have negotiated individually, or through the development of design solutions for 'live' contexts. This final module ensures that students have the opportunity to apply the project management and design strategy skills that they have developed throughout the programme.

These will be signposted to students via the staff team and blackboard.

The programme team recognises that students will need considerable support in locating, negotiating and managing Industry based partnerships for their projects, and are currently developing practical strategies and workshop content to support this. In addition to support from the programme team, portfolio of course contacts and HPL'S, students will also receive support from UWE's Career Education, Information, Advice and Guidance services. Students will be encouraged to attend relevant conferences, specialist libraries, trade shows and enterprise and networking events as vehicles to develop their professional contacts.

During its developmental stages the programme has secured and begun developing partnerships with a number of research centres and Industry based partners. The programme has been developed by a team of academics and researchers from across the Faculty of Creative Industries and CFPR, and has secured firm support from one of the Faculty's other research centres DCRC. Director of DCRC, Jon Dovey has written to express the centres support of the programme 'through facilitating live brief work with students at the Pervasive Media Studio, as a part of the Creative Technologies Collaboration between UWE and Watershed' adding that 'At the DCRC we look forward to supporting the MA Design programme in any way we can with opportunities for internships, placements and live project work.'

Other Industry based partnerships already established by the team include the development of an annual sponsored project and student competition with Renishaw (engineering and manufacture) Design studio visits and lectures at Pentagram Design Consultancy, London (Margaret Pope and Will Russell), and Kvadrat (Textiles) as well as membership of 'The Institute of making' and SCIN' materials libraries and the Materials Knowledge Transfer Network. Rather than developing tight links with a limited number of companies or industries, we are working to develop and maintain a range of less-close links from diverse areas, to draw on for individual students or projects.

In addition to our Industry partners, the course has a number of 'course associates' from Industry and education who support the MA Design team, giving critical feedback on curriculum development and its relevance in the broader creative industries. Course Associates of MA Design are Margaret Pope : Design Consultant, Pentagram, Julia Lohmann : Product Designer & Professor of Design at the University of Fine Arts Hamburg, Lynne Evans : Design Advisor The Design Programme, and Jeremy Pullin, Rapid prototyping manager, Renishaw engineering. Further information regarding the processes these partners have engaged in can be found in section 8, Reference points and benchmarks.

More recently Deborah Southerland (PL) has initiated contact with Stephen Courtney, Head of New Product Innovation at Dyson, and will be liaising with him regarding the further development of the programme and its content and methods of delivery, with a view to developing a potential partnership with Dyson.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

There is no current subject benchmark statement for Design at Masters level, however the statements in the generic QAA framework have informed the curriculum and are reflected in the learning outcomes and assessment criteria of the modules.

Description for higher education qualification at level 7 :Masters Degree.

The descriptor provided for this level of the framework is for any masters degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including post-graduate certificates and post-graduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- *a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice*
- *a comprehensive understanding of techniques applicable to their own research or advanced scholarship*
- *originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.*

conceptual understanding that enables the student:

- *to evaluate critically current research and advanced scholarship in the discipline*
- *to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.*

Typically, holders of the qualification will be able to:

- *deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences*
- *demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level*
- *continue to advance their knowledge and understanding, and to develop new skills to a high level. And holders will have:*
 - *the qualities and transferable skills necessary for employment requiring:*
 - *the exercise of initiative and personal responsibility*
 - *decision-making in complex and unpredictable situations*
 - *the independent learning ability required for continuing professional development.*

University strategies and policies

The following University strategies and policies have been reviewed by the programme team to inform the development of the programme.

Learning teaching and assessment strategy

The programme structure and delivery has been informed by the University's L T and A strategy, and as such is underpinned by a belief in the importance of rational enquiry and the pursuit of knowledge and its exchange. The programme structure and delivery is designed to facilitate enquiry and innovation in learning and teaching and to embed the concept of 'knowledge exchange' in the curriculum. The programme seeks to offer students choice within the full time, part time and CPD modes of study, and to develop learners who know and value themselves as inter-dependent learners, participants, global citizens.

Widening participation strategy

The Programme is underpinned by the University's fundamental commitment to widening participation and its vision to have an institution which is diverse, inclusive and based solely on the potential to benefit from higher education (HE).

Part 8: Reference Points and Benchmarks

Knowledge exchange Policy

The programme has been designed with the underlying philosophy, as expressed in the KE policy, that knowledge exchange not only encompasses research activity, but covers the full range of ways in which the University interacts with business, academic, the local community and the public, which we see as a vital part of a cyclical value-chain that will inform the curriculum. Knowledge exchange is at the heart of learning and teaching, research and CPD, linking each to the other. By encouraging this form of open innovation, we believe that the programme can remain more perceptive and relevant to the needs of its students and staff as new thinking and ideas develop in the creative industries at large and are fed back into the University.

Employability strategy

That the programme enhances a student professional skills and employability has been of fundamental concern within the programme's development. The programme will build on its own and CFPR's strong partnerships with employers and Industry, and students will benefit significantly from these. UWE Careers offer a wide range of resources and services including one to one career coaching, vacancy advertising, workshops, an extensive web site and recruiter events including fairs and work experience programmes which all students will be encouraged to attend. The programme has also been designed to encourage enterprise, and students will be encouraged to apply to schemes such as the Ideas Factory and the annual theBizIdea competition, as well as the UWE Ventures Business Incubator.

Internationalisation Strategy.

The programme development has been informed by the University's internationalization strategy, and will utilize the Faculty's strategic partnerships, with particular focus on increasing recruitment from Taiwan and Singapore.

Sustainability strategy

As proposed in the University Sustainability strategy the programme offers all students the opportunity to 'respond to sustainability,' most specifically through the 15c 'Ethics' module, which covers design ethics and sustainable practices, but also through the development of individual research and practice interests.

Staff research projects

Deborah Southerland

Deborah's extensive teaching experience is located within the fields of Interdisciplinary design and materials. Her most recent research has been funded by UWE's Early Career Researcher Grant, to test the use of 3D print and rapid manufacturing technologies using food and edible materials. Originally from a textile background, Deborah's teaching and research practice is driven by an exploration of the ways in which new material languages can be used to create meaning, illicit emotion and gratify the senses. Particular emphasis is placed upon facilitating experimental methodologies that combine analogue and digital technologies and materials.

Andrew Savage

Savage is a conceptual artist, designer & senior lecturer in interdisciplinary art & design. He studied both design and fine art gaining his Masters from Goldsmiths College, London. He has specialised in appropriating from the worlds of both Art and Design ever since focusing upon the development of discreet, experiential and/or contextual creative practice. Particular emphasis is placed upon facilitating student's purpose in creative endeavor addressing issues of design responsibility, politics in design and experiential/immersive interventionist design.

Peter Walters

Pete Walter's contribution to the development of the MA programme has been informed by his academic and professional background in product design, rapid prototyping, smart materials and creative robotics. Pete has worked as a professional designer and researcher in industry, design consultancy and in academia, and his experience of the theory, methods and practice of design will inform his approach to teaching on the new MA programme. He is particularly keen to contribute to the Make and Manufacture and final project modules of the course as this is where his skills and experience will be most pertinent.

Paul Laidler

Carinna Parraman

Carinna Parraman's contribution to the MA programme is through her research background in colour perception, photomechanical colour printing and digital colour printing, which bridges the gap between art, science, technology and industry. Her practical expertise is embedded in science-heritage and industrial collaboration through many organisations including National Gallery, Hewlett Packard, Roland DG and Renishaw. A recently funded Knowledge Transfer Partnership (KTP) project with Renishaw, entitled "Innovative rapid prototyping design for the creative industries" is particularly pertinent to this MA.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.