University of the West of England
BRISTOL

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 *Name of PSRB* *Type of approval* **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	7 January 2014	
Valid until Date	September 2020	
Version	2	

Part 2: Educational Aims of the Programme

- To provide a creative and ambitious andragogic structure that enables students from a wide range of undergraduate 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 individual, collaborative and live 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 highlight the importance of 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 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 contemporary research within design and visual arts practice. 5. The ways in which students existing and newly acquired skills can be developed and adapted to meet the needs of changing contexts.	Teaching/learning methods and strategies: (References to delivery / timings relate to the FT model of study) 1. The two 30c modules 'Make' and 'Play' have been designed to be delivered via technical workshops, teaching rooms and the Centre for Fine Print Research. 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 set of 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 teaching methods 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 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, lectures, projects and workshops in these modules will encourage students to access a range of sources and familiarise 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 Critical Design Log documenting and exploring the developing relationship between their individual contextual critical reflection and their emerging practice. 4. The module 'Research Practice' will develop a student's ability to understand the concepts and research methods of pertinent and self-selected art and design practitioners. Group lectures will be supported by tutorials 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 student's recognise 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 critical Design Log throughout the programme to record the contextual, critical and practical enquiries explored in the development of their work. This log is submitted at every assessment point.

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 synthesise their learning into clear creative direction.

Teaching/learning methods and strategies:

1. Students are expected to use their Critical Design Logs, 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, utilising their peer's experience and understanding to develop new insights and understanding. The interdisciplinary nature of the programme will allow students to highlight and reflect on the different methodologies within a diverse peer group.
2. Peer group learning, presentations and the use of the Critical Design Log enable students to reflect on, test, modify and present their creative decision making processes. Students are required to synthesise practical, theoretical and industry related knowledge and protocols when rationalising their practice.
3. Projects are designed to encourage the implementation of a methodology that recognises 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 Critical Design Log 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 rationalisation and development of their practice.
5. All work is project based and projects are designed to encourage the development of a methodology that recognises research, experimentation, design development, realisation 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 Critical Design Log. 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:

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 interdisciplinary environments.
7. Negotiate access to, and use the range of resources and facilities necessary for the completion of projects. (Internally & externally).

Teaching/learning methods and strategies:

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, set 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 '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 of new and innovative couplings of materials, techniques and processes where the outcomes cannot necessarily be predetermined.
5. Guest speakers and self-initiated external 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 to exploit the potential of knowledge exchange within their peer group and beyond. Through discussion in seminars, tutorials, technical workshops and their Critical Design Logs students will be required to critically review and evaluate their skill set, role and contribution to the course peer group.
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 through the formations of new partnerships by the student are encouraged at every level.

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 Critical Design Log. The supporting work is important in showing the extent to which ideas have been tested and explored. Critical evaluation as evidenced in the critical Design Log 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

Transferable Skills and other attributes. Students will be able to

1. Broker, develop and deliver creative projects.
2. Communicate effectively across a range of situations and registers.
3. Demonstrate professionalism, autonomy and self-motivation with regard to their studies
4. Evidence flexible and adaptable approaches to working.
5. Recognise their own strengths and contribution when working in interdisciplinary contexts.

Teaching/learning methods and strategies:

1. Throughout the course students will receive guidance and support in initiating, planning, setting up and delivering creative projects either independently or collaboratively. The programme team and other staff will work to support students in the negotiation and delivery of creative projects, culminating in final 'live' and outward-facing project.
2. Through the presentation of proposals, design development, resolved design solutions, product pitches to their peer group, staff and any relevant partners, 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 Critical Design Log 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 the peer group. Peer review and tutor feedback will support the development of these transferrable skills.

Assessment:

All skills are assessed through the evidence of research, design development, realisation and evaluation of practical work, supporting material, Critical Design Logs and presentations. Critical evaluation further tests the ability of students to deploy and adapt appropriate skills in the development, realisation and evaluation of their work.

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, Modules, including compulsory and optional modules

ENTRY FULL TIME	Semester 1	Compulsory Modules UADALJ-30-M Make UADALK-30-M Play	Optional Modules None	Interim Awards PG Cert. Design
	Semester 2	Compulsory Modules UAAA6H-30-M Practice in a Professional Context UA1AFR-30-M Research Practice	Optional Modules None	Interim Awards PG Dip. Design
	Semester 3	Compulsory Modules UADALL-60-M Live	Optional Modules None	Interim Awards MA Design
		GRADUATION		

PART TIME ROUTE:

Year 1

Semester 1 September – January	**Make 30c** 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. Students will be invited to challenge the nature, role and cultural value of different approaches from 'making' and 'manufacture', to making by hand or mass manufacturing. From new and emerging digital fabrication processes to the contemporary application of craft.*
Semester 2 January – June	**Research Practice 30c This** *module is designed to develop the independent research skills required for writing Research, Practice or Enterprise proposals at Masters level. It is intended to foster greater critical and creative independence amongst the cohort. The module will offer 3 distinct projects that students may choose from in accordance with their professional ambitions: Research for Practice, Research for Further Research and Research for Enterprise in the Creative Industries.*

Interim award: PG Cert. Design

Year 2

Semester 1 September – January	**Play 30c** 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 Year 1. Project studio / workshop based.*
Semester 2 January – June	**Practice in a Professional context 30c** *This is a shared module with MA Multidisciplinary Printmaking, and will give students the opportunity to explore and evaluate design within a professional context. The module will necessitate project proposal and planning, aligning timetables and negotiating shared expectations and objectives.*

Interim award: PG Dip Design

Year 3

Semester 1 September – January	**Live 60C** *This module brings together the skills developed in all the previous modules and affords students the opportunity to apply them in the development and delivery of a major creative project.*
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.

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 fulfil 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

A: Approved to University Regulations and Procedures

Part 6: Assessment

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 Design Log (embedded in the portfolio for assessment), and are detailed in the following assessment map:

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: Make**							**20% A**			**80% A**
	Module: Research Practice							**100% A**			
Compulsory Modules Semester 2	**Module: Play**							**20% A**			**80% A**
	Module: Practice in PC							**20% A**			**80% A**
Compulsory Modules Semester 3	**Module: Live**						**10% A**	**30% A**			**60% 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 and independent 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.)

Scheduled teaching sessions include, but are not limited to: group exploratory sessions, rapid turnaround concept projects, lectures, 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.

Independent learning includes hours engaged with essential reading, independent creative development, assignment preparation, group project work and critical reflection. Students will be encouraged to engage with external organisations and individuals such as companies, voluntary organisations, community groups, charities, galleries, as well as working collaboratively within peer groups. However, when doing so it is the responsibility of the student to manage these relationships and to ensure the smooth running of the project. The Critical Design Log will be developed independently and should be contain critical reflection and analysis of the student's academic and creative progression and research interests. It will be the place in which students synthesise 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.

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 to support this. In addition to support from the programme team, 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 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.'

Industry based partnerships have already been established by the team, but 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 have given 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; 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

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).

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 the BizIdea competition, as well as the UWE Ventures Business Incubator.

Internationalisation Strategy.

The programme development has been informed by the University's internationalisation strategy, and will utilise 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,' each module will cover design ethics and sustainable practices, and students will also be encouraged to engage with sustainable practice through the development of individual research and practice interests.

Staff research projects

Tom Sowden
Tom Sowden is an artist, designer and senior research fellow in the Centre for Fine Print Research. His research in artists' books and laser cutting is of direct benefit to artists, designers, makers and manufacturers helping them to develop ideas and bring new products to the marketplace through access to his research, digital prototyping, manufacturing, workshops, touring exhibitions, knowledge transfer, advice and CPD courses. Tom completed the AHRC funded project Paper Models*: investigating laser cutting technology to develop new artists' books and paper based creative practice for arts, crafts and design in 2011. A study into the long-term potential of laser cutting technology as a tool for artists, designers and craftspeople.*

Peter Walters
Peter Walters has an academic and professional background in industrial design, rapid prototyping technologies. He has worked in product and furniture design, both as an in-house designer within the UK manufacturing sector and in design consultancy. His current research interests include 3D printing and smart materials and he enjoys collaborating with practitioners and specialists across a diverse range of disciplines, from the visual arts to engineering and robotics. Peter has a PhD in prototyping and human-centred design practice. He is a Research Fellow in the Centre for Fine Print Research and a visiting researcher at Bristol Robotics Laboratory.

Paul Laidler
Paul Laidler's contribution to the development and delivery of the MA Design program will draw upon his academic and practice based activities in the emerging field of digitally mediated artefacts. Collectively Paul's scholarly pursuits engage with collaborative production, digital rendering technologies and the realisation of ideas in physical forms. These areas of expertise form a broad spectrum for contributing across different areas of the MA Design program – whilst Paul's research activities at the CFPR may be particularly relevant to the Make & Manufacture module.

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.