the GRADUATE SCHOOL

ARTS UNIVERSITY BOURNEMOUTH

This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended 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.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **MA Design and Innovation** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and the online Unit Information, which is available on your course blog.

Key Course Information	
Final Award	Master of Arts
Course Title	Design and Innovation
Award Title	MA Design and Innovation
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of: Contact details: Telephone number Email	Graduate School 01202 363706 graduateschooloffice@aub.ac.uk
Professional accreditation	None
Length of course / mode of study	53 weeks full-time 105 weeks part-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	*QAA Master's degree characteristics*
Language of study	English
External Examiner for course:	Dr Lyndon Buck Aston University
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	2019
Date of most recent review	N/A
Date programme specification written/revised	2020

Postgraduate Ethos

The Master's course recognises individuals and their aspirations, and celebrates ideas, making, and creative risk-taking. Our guiding principle is to offer distinctive, exciting and challenging opportunities for students to engage in their respective subject disciplines in order to critically engage with, and redefine, their particular approaches to their practices and position them within their chosen external, creative, economic, and cultural environment.

We support this principle through our passionate engagement with interdisciplinary and collaborative practices, with the integration of theory and practice, with our understanding of the particularities of individual practitioners and the broader world. This is linked with an attitude to career development which places professionalism and risk taking in dialogue.

Crucial to the courses and their inherent multifaceted, creative and artistic outcomes, is that you demonstrate a committed passion for your practice and the particular medium within your chosen subject discipline. Each course devises specific discipline-focused project work to enable you to be suitably informed in taking the right path towards your chosen career in a diverse range of professions /industries or progress to further study at doctorate level.

This discipline focus is, however, enhanced by your experience of interdisciplinary and collaborative approaches and activities which enrich your journey. Our focus on the relationships between personal professional development and the development of communities of practice through sharing and collaboration is underpinned by the unique AUB reputation for truly collaborative working across disciplines.

This can involve routes which are not the 'obvious' ones; routes which afford possibilities to meet fresh, often unpredictable and certainly challenging methodologies and techniques with which you can test, develop, progress, interrogate, make and confidently reflect on your own practice and subject discipline. Whilst you will be encouraged to develop your own themes, through involvement in cross-course groups, shared lectures and other MA activities you will have opportunities to work together with other MA students to form a 'postgraduate network' that will facilitate a wider dialogue around art and design, sustainability, ethics, the political and the often global reach of creative industries and professions.

Developing your systematic and critical understanding of knowledge and of the application of that knowledge in an appropriate, professional context alongside having the resolve, the skills and the acumen to exercise initiative and personal responsibility in a world which is asking many questions of all of us with respect to our abilities and desires in coexisting with a global community is integral to the course.

To conclude our ethos focuses on the ability for our graduates not only to develop their careers and be employable but also to be engaged in the redefinition of what employment might look like in what are times of tremendous social, political, economic and ecological change.

Course Description

Design Thinking involves a way of working that can be applied to a vast range of issues and types of practice. Designers consider the possible consequences of design interventions in relation to ethical and sustainability issues. Creative and innovative approaches are required that respond to complex situations in which many challenges reside. At the core of this course is critical engagement with design processes and methodologies and the ways that they can be applied and tailored to issues and problems that you will define. As a graduate from the MA Design and Innovation course, you will have the skills to find your place in an expanding market

of physical design development and design-thinking. The course is focused on employability and strongly supports entrepreneurial thinking.

The MA Design and Innovation course will enable you to question the nature of your practice and its context relative to the creative industries. Design challenges will be explored by applying a process of systematically interrogating design practice; using design methods to analyse and comprehend situations and behaviour to generate alternative, novel, or experimental solutions. Research is the fundamental driver for creative thinking and innovation so you will be encouraged to develop your own skills through a critical approach to reflective enquiry and practice. Inherent to creative thinking and innovation are flexibility as well as the freedom to explore personal strengths and skills. Projects and assignments can be approached by means of physical investigation (making) or theoretical exploration (extended literary and primary research) as well as a mixture of both.

You will experience a versatile learning environment inspired by a multi-disciplinary teaching team. Students on the MA Design and Innovation can potentially be drawn from variety of backgrounds which will help you expand your network beyond your own disciplines. This will create the perfect conditions for innovative thinking and problem solving.

Reflective practice and the inherent ability to remain open-minded, a passion for design and a desire to challenge traditional practice and current world views will form the starting point for your professional or academic career within the course.

You may want to focus or broaden their design practice, so you can take a variety of approaches during your MA studies from theoretical experimental design to artefact based making/material focussed design. For example, a student who progressed straight form BA/BSc level to MA might want to explore a particular design interest in more depth than has been possible during their undergraduate studies. On the other hand, somebody joining from industry or after years of design practice might want to cross over into a different area of design practice or gain additional skills to further their career opportunities.

The course is closely aligned with the AUB Innovation Studio and supported by partners in the design industry. Design business and entrepreneurship will be an integral element of the course with close links to local, national and potentially international businesses through live design projects and where suitable design competitions. The design industry itself has changed very much in the past 20 years, practitioners are either very specialised or have a broad set of skills spanning a variety of design and technology disciplines. Projects can have very short lead times and solutions very short life spans. Problem solutions often require thinking beyond simple product solutions and designers are at the forefront of finding solutions to today's wicked problems such as climate change. They are no longer just makers of things instead they are specialised in problem-solving and thinking like a designer has become an attribute that is valued by design and non-design businesses alike:

Studying at this level will also provide you with pure research opportunities and your project work could be exclusively focussed on design and innovation research rather than the production or creation of artefacts. This would be most suitable for those students who are looking at further research study beyond the MA such as MRes, MPhil or a PhD. It would also suit those designers who are looking for more strategic

career opportunities maybe as design researchers in industry or as design consultants in non-design businesses.

To conclude, designers are instrumental in the shaping of society beyond the creation of products. As professional team-players and challengers of established systems; designers these days are essential in the running of multi-and cross-disciplinary teams that go beyond the design and manufacturing industry.
The MA Design and Innovation aims to create environments and opportunities in which students and graduates are inspired to challenge the status quo and become active drivers of the change they want to see nationally and internationally, supported by the local and national design industry and taking full advantage of the AUB creative community.

Statement of Student Entitlement

- Tutorials – three supervisory tutorials per 60 credit unit; totalling 9 over the course. In addition, each student is entitled to assessment feedback tutorials on the Strategies for Practice and Master's Project 1 units. A tutorial time of 45 minutes is allocated.

- Group Critique – three critiques; one near to the middle of each unit.

- Staff and student-led lectures and seminars.

- Regularly timetabled group meetings with MA Course Leader and/or relevant tutors.

- Access to the Quiet Study Room during Library hours.

- Access to relevant resources agreed through your Course Leader.

- Agreed attendance on undergraduate workshop/darkroom/resource area inductions.

- Agreed access to relevant studios as required for assessment purposes.

- Postgraduate show where appropriate.

- Agreed access to discipline-related and cross-discipline lectures/seminars on undergraduate programmes.

- Attendance at Gallery events, Research days and other appropriate AUB events.

Course Aims

The course aims to:

1. Enable students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience as well as become independent life-long learners. **- Knowledge and comprehension of the discipline**

2. Build a comprehensive understanding of techniques applicable to their own research or advanced scholarship; enabling students to focus on a particular subject area or field of study in greater depth. **– Specialised Knowledge**

3. Encourage students to interpret knowledge in the discipline, enabling them to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study - **Analysis & Synthesis**

4. Enable students, through self-direction and originality, to communicate their skills and findings and to specialise or to become more highly specialised in their discipline. - **Knowledge Application**

Course outcomes

By the end of the course students will be able to:

1. Relate their broadened or refined knowledge to the forefront of their academic discipline, field of study or area of professional practice.

2. Demonstrate specialist knowledge with regards to their discipline including technologies and research; highlighted through self-direction and originality in tackling and solving problems, individually or collaboratively.

3. Continue to advance their knowledge and understanding and develop new skills to a higher level, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses as well as continue further academic studies.

4. Communicate and utilise specialist knowledge and specialised transferable skills by seeking employment or realising entrepreneurial ventures through application of initiative and personal responsibility, problem-solving, decision-making in complex contexts and unpredictable situations.

Reference Points

UK Quality Code for higher education, including:
• Subject Benchmark Statement: *Master's degree characteristics*
• Framework for Higher Education Qualifications (FHEQ)
AUB Regulatory Framework and Postgraduate Assessment Regulations
AUB Creative Learning Plan
AUB Strategic Plan
AUB Employability Framework

Learning and Teaching Strategies

The Postgraduate Network Model (see diagram at end of this section)

All teaching sessions delivered across the postgraduate taught courses are located in a network of learning, which has three different levels. The top level—the *macro* level—is predominantly made up of lectures delivered to the whole Graduate School. These lectures are transdisciplinary in nature in that they address issues and understanding common to all postgraduate courses at the AUB.

These overarching broad themes at the macro level can be interpreted differently by clusters of disciplines. The next level in the network—the *meso* level— therefore involves learning and teaching sessions that provide a disciplinary interpretation and focus to macro level lectures. These are more relevant to students on allied or

cognate courses, and preference is given to students from such allied courses to attend these sessions, however students from across the Graduate School can elect to attend any sessions as long as space and resources permit.

The final level in the network—the *micro* level—involves course specific: tutorial sessions, critiques, and project launches. This level contextualises the learning from the top two levels within your individual practice.

While students at undergraduate level are encouraged to learn through their peers, at MA Level this is an imperative through peer learning and group work. Each member of the MA cohort across the Graduate School is an active participant in learning and teaching, and through this postgraduate network, the sharing of good practice is established. Through involvement in cross-course groups, shared lectures and other MA activities you will work together with other MA students to form the postgraduate network that will facilitate a wider dialogue around the Arts, sustainability, ethics, the political and the creative industries.

Lectures and Gallery Talks

Lectures are used to focus on issues and provide information for you as you progress through the course. They are generally followed by question and answer sessions.

Gallery talks usually take the form of an event supporting an exhibition and would include a presentation of work and/or dialogue with exhibitors that are drawn from a broad range of practitioners – such as artists, photographers, performers, designers, crafts persons, writers, critics and curators.

Seminars

Seminars are important opportunities for generating dialogue and interrogating practice. These explore issues related to practice in context and opportunities follow with student-led response seminars for specific aspects, issues or areas of individual and/or collective inquiry to be developed in detail.

Tutorials

Supervisors ensure that all students receive tutorials, academic guidance and pastoral care. Tutorials provide an opportunity to discuss your individual progress on the unit and on the course. They are used to air specific issues raised through the work, provide critical observation and recommend new direction and research strategies. The tutorial following a formal assessment is known as an assessment feedback tutorial. Tutorials will be delivered as required, either face-to-face or online.

Group Critiques

Group critiques involves all students and forms distinctive learning and teaching points in the year. These events may occasionally be led by a visiting lecturer (see below) and supported by the MA Course Leader and other MA course tutors. Discussion primarily focuses on the individual work produced in the units and is a regular element of the course. Critiques include traditional 'pin-up crits' as well as online presentations.

Visiting Professionals

The course invites several visiting artists/designers to contribute to the discussion in seminars and group criticism. These discussions and seminars are vital elements of the course. Visiting practitioners describe and discuss their work and maintain a lively and current debate.

Industry Liaison Groups

Set up to recognise the importance of maintaining awareness of current developments/practices within the professional workplace and as a pro-active element with subsequent influence on curriculum design, and meeting at individually predetermined points throughout the academic year, Industry Liaison Groups comprise members drawn from professional practice and organisations, AUB academic staff, AUB technical support staff, AUB alumni and representatives from the student cohort. Their aim is to support and advise on matters relating to student progression into the work environment and they play a significant role in informing course reviews, course revalidation and the development of the professional aspects that are intrinsic to particular course units.

As an informal group, the industry related members, in view of personal commitments, do not necessarily attend every meeting, rather, an organic approach is adopted where different 'voices' are invited to be involved. The revolving nature of the group can in this way bring a more enlightened and diverse range of conversations and sharing of views.

Study Visits

These involve visits to galleries and museums, theatres and performances, design collections, trade fairs, expositions, biennales and design practices here in the UK, the EU and worldwide. There are added costs notified in advance of the visit. Student attendance at academic and discipline specific conferences is encouraged. All study visits are encouraged but not compulsory and non-attendance will not negatively impact on the overall achievable degree classification.

Using technology to assist learning

The University is systematically developing technology-enhanced approaches to learning. AUB learning technology provides access to a full range of course documentation and provides an effective mechanism for the maintenance of course and broader institutional communication. The course adopts a *blended learning* approach where lectures, demonstrations, and tutorials can occur on-line via channels such as Zoom or Microsoft Teams as well as face to face. Third-party content is also integrated within the network model and sessions are collected, scheduled and disseminated through the University's virtual learning infrastructure. Lectures and other sessions within the Graduate School are normally recorded and available to access at times appropriate to your study. This blended learning approach preserves opportunities for on-campus studio culture to emerge through the social and interactive nature of traditional face-to-face learning and teaching, while providing greater flexibility through a wider range of learning experiences that can be accessed off-campus as well as on-campus. This is particularly useful to

those with family or work commitments; providing greater flexibility to learn in a time and place of your choosing.

Full and Part Time Modes of Study

The part-time and full-time overlap offers the students several opportunities. The part-time students will have the valuable and informative experience of attending the critiques, group and individual presentations scheduled for full-time students providing them with relevant skills and knowledge. This will provide a real understanding of what is expected of them. In addition, the full-time students will gain from part-time students' assistance in the preparation of their MA show. All new full-time and part-time cohorts will be welcomed by existing part-time students in their second year of study and will be able to learn from their experiences of the course and of the University. Part-time students in their second year will able to act as mentors to the new students.

As well as this dynamic synergy between the full- and part-time modes of study, it has to be recognised that the course is driven by the individual student's practice and research, and how they choose to contextualise this and make it work within the structure of the course and the Postgraduate Network Model. There are considerable points of contact between full and part-time (some of which are also noted above), but there are also key points where the PT and FT delivery diverge and during which the part-time students are required to work independently. An ability to study independently is the underlying principle of postgraduate courses and, students opting for the PT route on this course allow themselves the further 'space' in which to develop their practice and thinking. A consequence of this is more independent study, but progress is monitored via meetings with tutors, such as the mid-unit reviews for PT students.

It is important to note, then, that the course seeks a specific commitment from students, where they are able to balance the demands of periods of independent postgraduate study with the discussions, seminars, group critiques and tutorials/reviews. It is also crucial that the different study modes (PT and FT) are seen as something to be embraced, as a positive contribution to the course as a whole, enabling as they do, the integration of a wide range of approaches and experiences to practice and theory.

It is important to recognise that the designated weekly study hours for PT are half of those for FT students, and for reasons of parity, access to subject area resources and academic support must be understood commensurately. The longer study periods (x2) of each unit for PT students ensure that parity is clearly evident and accounted for between the two modes (FT and PT) of study. In this way, the overall study hours and proportionate access for each unit sustain parity of experience for FT and PT students.

Part-time students receive half the designated study time of Full-time students. It is sensible for Part-time students to reserve a day a week, as time when you may need to access the University, either for taught sessions or independent study, in addition there will be online sessions which you can engage with, taking place to begin with one or two evenings a week.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band. All learning outcomes must be passed to successfully complete the unit.

You are assessed, broadly speaking in two ways: formatively and summatively.

Formative assessment provides feedback that will help you to develop your learning. It should be seen as 'ongoing' assessment in the sense that it enables you to pinpoint strengths and weaknesses and address them appropriately. Formative assessment may take place in tutorials, seminars, critiques and other discussions about your work.

Summative assessment generally takes place at the end of a unit of study. It is an overall evaluation of your acquisition of the skills and knowledge developed in that part of the course.

There will be specific tutorials and formative assessment events once per term to make you fully aware of your progress on the course and monitor your development.

Other assessment methods include *Criterion-referenced assessment* which occurs through use of Learning Outcomes in Unit Assessments, and *Ipsative assessment* where the iterative nature of some aspects of delivery provide opportunities for gauging the student's current level of performance with previous levels of performance. Such opportunities are present in the *Study Plan* where students build on and re-present their *Study Plan* at different points in the course, also in the *Contextual Journal* which records practice over time. Ipsative assessment is fed-back in individual tutorials.

Assessment of collaborative work

In the event of collaborative work being produced and submitted for collaborative assessment it will generally follow the procedure outlined below.

1. The intention for assessed collaboration should be identified through the individual student's Study Plans and PDPs, and must have the prior agreement in principle of the Course Leader/relevant tutor(s).

2. A parity meeting will devise and implement an academically rigorous assessment method/procedure that will be submitted for approval of, and ultimately confirmation by, the Course Leader. Such confirmation will be conveyed to each student involved in the collaborative activity and agreement made with each that the procedure is fully understood.

3. An important component of this procedure will be a requirement for each student to provide a written (qualitative and quantitative) self-evaluation and evaluation of others' role within, and contribution to, the development and outcome of the 'submitted work'*. These evaluations will be used to inform the assessment process.

4. Following assessment and the subsequent parity meeting, individual marks will be agreed that will create the 'practice' component of the overall unit mark.

*Submitted work – understood here as a generic term to cover whatever the manner or form in which this may be offered – presentation / performance / artefacts / et al.

Award of Merit/Distinction

A Master's Degree with Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit or Distinction.

For further information on assessment and awards, please visit:
https://aub.ac.uk/regulations

Course structure

All students are registered for the award of Master of Arts; however exit awards are available if you leave the course early. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) you must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), you must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), you must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

Course Content

Strategies for Practice comprises a range of projects that begin with re-visiting the fundamentals of the subject discipline. Although such properties initially appear familiar you are encouraged to analyse and critically evaluate how and why they are manifested in your practice. These introductory projects provide the opportunity to

develop skills and adjust to new ways of working. You will be challenged to articulate and question some of the basic assumptions that may underpin your practice. Assignments in *Strategies for Practice* make reference to theories from the cognitive humanities delivered at the macro and meso levels of the Postgraduate Network Model.

The theoretical framework introduced in Strategies for Practice, illustrates how theory can be applied to design and innovation practice, students can choose to continue to use this framework in Master's 1 and 2, or can develop their own theoretical framework related to their interests and world view.

As the *Strategies for Practice* unit progresses you will be enabled to survey promising areas of investigation in preparation for your *Master's Projects 1 & 2*. You will identify theories relevant to your emerging study focus and research methods appropriate to these concerns for generating new knowledge and understanding.

Taught sessions divide into three different kinds as described in the Postgraduate Network Model above. This unit is launched exclusively to students on the MA Design and Innovation course but work on this unit will be informed by sessions at the macro and meso levels as well as the micro level.

Course Leaders in the Graduate School will meet at the beginning of every year to plan combined sessions for the forthcoming year. This planning will take into account student numbers on each course.

Set within a community and culture of makers, you will engage in dialogue and debate with your peers. This experience provides dynamic and interactive sessions, which are vital to the enhancement of new thinking and ideas generation as well as offering a critical arena for discussion and progression of your work.

The *Contextual Journal* is an illustrated, written submission that documents practice through evidencing a wide range of attributes including: academic engagement, reflective critical evaluation (of your own practice), critical analysis (through practice and literature reviews), processual thinking, technical and specialist skills, and professionalism.

The *Contextual Journal* highlights insights in three important areas:

- The **context** that informed your practice: the relevant: theories, subjects, issues, political perspectives, designers, artists, images, literature and so forth.

- The **research** that is 'on', 'for', or 'in' your practice – this includes: research on the ways you practice/the outcomes of your practice; your own research undertaken to enable your practice; and research that is embedded in the practice.

- The **developmental** aspect of the project: both in terms of your own personal development as a creative practitioner, and the processual development of an emerging body of work.

The *Contextual Journal* provides a space for you to map your evaluation and application of design and research methods. Projects might potentially use one or

more research methods selected from a wealth of methods that have emerged in design literature. These methods provide ways of obtaining data, of analysing it and of testing your conclusions. Methodology involves the study of methods, and you will begin to identify the assumptions that underlie different methods and to develop the skills necessary to coordinate them and to synchronise them with your theoretical framework.

Master's Projects 1 and *2* involve periods of independent study that determine your major body of practical work. They build upon, and contrast with, the predominantly taught mode of delivery in Strategies for Practice and sustain and fuse the understanding and application of research methods, completion of project plans and presentations to students and staff. Here the premise of your overall MA outcome is set. From now on your aim will either be to focus or broaden your design practice.

Master's Project 1 - Exploration: Requires you to formalise your intentions in a Study Plan, and to interrogate contextual issues relevant to your study focus through your practice.

Master's Project 2 – Specialised Practice: Here you will carry through your plan of action identified in the Study Plan and establish ways of presenting and disseminating the outcomes of your project in ways that communicate to both specialist and non-specialist audiences.

Embedded in both Master's Project 1 & 2 are fundamentals of *Professional Development.* It is encouraged to approach this element through collaboration. This can be within your own course group or across disciplines, benefiting from the Graduate Schools Network model. The professional development assignment will span both Master's units and will based on project based work with clear business focus.

If you are already practicing as a designer creative business principles and practices are likely to be familiar and you are encouraged to analyse and critically evaluate how and why they are manifested in your practice. If you have progressed straight from undergraduate studies or you are less familiar with critical language and debates in the area of professional practice, this supporting business element will give you the opportunity to develop skills and adjust to new ways of working.
You will be challenged to articulate and question your position as a practicing professional in the current economy, as well as plan ahead and explore your options as practicing [designer] once you have completed your MA.

This unit is closely linked to industry, global entrepreneurship and start-up events and is supported by AUB Innovation - https://aub.ac.uk/about-us/industry/. You may be working in teams which might include practicing professionals as well as undergraduate students from relevant courses.

Intellectual Property Rights for the Creative Industries

Intellectual Property Rights for the Creative Industries is a much-discussed topic when considering the social and economic impact such rights may on the success of new creative businesses and enterprise initiatives.

Intellectual Property Rights are the rights given to persons over the creations of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period of time.

Intellectual Property Rights [IPR] for the Creative Industries can be complex; the changing technology landscape has clearly impacted on previous business models and IPR strategies.

It is recognized that any IPR for the Creative Industries needs to strike a balance between the protection of innovation and the interests of society as a whole.

New Creatives entering industry need a keen awareness of the new synergies emerging between direct income generating opportunities and the wider more diversified business strategies that include: value, brand, shareholder value etc.

The creation of value through providing services is now at the heart of many new business plans, the key challenge being how to translate free services/value/brand into income generation and financially viable business models.

Course Units

Unit Code F/T	P/T	Unit Title	Credit Weighting
DEF755	DEP755	Strategies for Practice	60
DEF756	DEP756	Master's Project 1 - Exploration	60
DEF757	DEP757	Master's Project 2 - Specialised Practice	60

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Level 7 Full-time

	Trimester One (weeks 1-15)		Trimester Two (weeks 16-30)		Trimester Three (weeks 31-45)	
Induction	**DEF755 Strategies for Practice (weeks 1-15)** (60 credits)	Assessment	**DEF756 Master's Project 1 (weeks 16-30)** (60 credits)	Assessment	**DEF757 Master's Project 2 (weeks 31-45)** (60 credits)	Assessment

Level 7 Part-time

	Trimester One (weeks 1-30)		Trimester Two (weeks 31-60)		Trimester Three (weeks 61-90)	
Induction	**DEP755 Strategies for Practice** (60 credits)	Assessment	**DEP756 Master's Project 1** (60 credits)	Assessment	**DEP757 Master's Project 2** (60 credits)	Assessment

Glossary

Body of Work Practice of any kind that can be submitted in fulfilment of learning outcomes. The body of work could be an individual artefact, a piece of writing, film, performance, installation, a digital outcome or a mixture of any or all of these things.

Contextual Journal A written journal produced over the course of your Master's that contextualises your practice.

Credit 'Notional learning hours' are used to describe the size of a unit, and indicate the length of learning time which it is estimated will be taken, on average, to achieve the specified learning outcomes. This includes all the study time for the unit including contact hours (lectures, demonstrations, seminars, tutorials etc), directed study, independent study, and assessment activity (including preparation). In accordance with practice across the UK HE sector, one credit is allocated for ten notional learning hours, one whole Master's Course comprises 180 credits or 1800 notional learning hours. Credit is not used for grading but quantifies the volume of learning and is thus used to determine eligibility for progression or awards.

Cross-disciplinary Cross-disciplinary practice involves understanding one discipline from the perspective of another.

Interdisciplinary Interdisciplinary practice describes activity that integrates or shares, theory, methods, tools, types of data, and so forth from different disciplines.

Keynote Lectures Longer, macro level lectures that introduce a theme or major topic. Keynote lectures can be live face-to-face lectures, streamed live, and recorded.

Learning Outcomes The result of each unit is expressed as a series of Learning Outcomes. Attainment of these is the objective of the unit; measuring their attainment is the purpose of assessment. The expression of unit objectives as Learning Outcomes, and how they are assessed, is included within each unit descriptor and published for students.

Macro Level These sessions are more transdisciplinary in nature and are relevant to all courses that make up the Graduate School. They are often informed by staff research. Macro level lectures include Keynote and Thread Lectures.

Meso Level These sessions are the bridge between the more transdisciplinary macro sessions and the course specific micro sessions. Meso level seminars, workshops and demonstration are delivered to related courses that share approaches, understanding or methods.
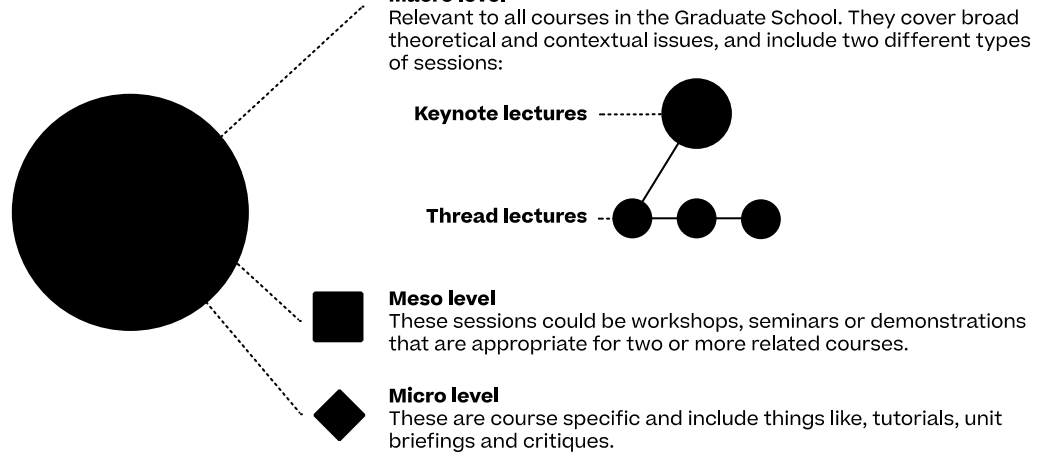
Methodology	The study of methods. Methodology concerns an evaluation of which methods provide valid steps in creating new knowledge. Choosing a methodology is an important part of a research process as this will determine the method that you use to investigate your research question. Particularly, how you will collect and analyse data in a way that aligns with the theory underpinning your research. This choice will be based on your beliefs about what is possible to know (ontology) and assumptions about how you can know (epistemology).
Micro Level	These sessions are specific to your chosen course discipline, they include unit briefings, individual and group tutorials, critiques and presentations.
Multidisciplinary	Multidisciplinary practice involves collaborators from different disciplines working on the same project, each drawing on the knowledge and methods of their individual disciplines.
Postgraduate Network Model	The network of teaching sessions delivered across the Graduate School. These operate on three broad levels: the macro, meso and micro levels.
Praxis	The thinking in doing, and the doing in thinking. Praxis is the symbiotic relationship between theory and practice.
Primary Sources	These are the objects that are the foci of research. They could be a document, interview, film, painting or artefact, for example. Primary sources provide data that can then be analysed.
Reflection	Thinking about action as it is happening (reflection in action) or sometime after it took place (reflection on action).
Reflexivity	Is the correspondence between our understandings that we project onto the world through our actions and the understandings that result from what gets reflected back.
Research	In the *Research Excellence Framework,* research is defined as 'a process of investigation leading to new insights, effectively shared.'
Secondary Sources	Are explanations/descriptions of the analysis of primary sources that have already been carried out. Secondary sources provide mediated accounts that can be critically reviewed and contrasted.
Seminars	These small group sessions help to contextualise learning delivered through other sessions. They explore issues related to practice in context where student-led responses are encouraged and individual and/or collective inquiry is developed in detail.

Study Plan	A plan for a proposed course of study or research.
Tertiary Sources	Provide ways to locate primary and secondary sources, they include: library catalogues, bibliographies, indexes, databases, and so forth.
Theory	A coherent system of ideas with explanatory power.
Thread Lectures	Smaller usually 10-15 minute sessions that expand on the topics introduced in Keynote lectures. These can be face-to-face, recorded or can include third-party content.
Transdisciplinary	Transdisciplinary practice attempts to 'transcend' disciplinary boundaries by locating all practice within one holistic framework.
Tutorials	A teaching session involving lecturer/s and one student or a small group of students. These typically occur at the micro level within the Postgraduate Network Model as a means of reviewing progress and developing ideas.
Units	Self-contained blocks of learning, each of which has a coherent set of aims and learning outcomes, and associated assessment processes.

The Postgraduate Network Model

All of your taught sessions fit within a network comprised of three different levels: macro, meso and micro.

The network

Macro level
Relevant to all courses in the Graduate School. They cover broad theoretical and contextual issues, and include two different types of sessions:

Keynote lectures

Thread lectures

Meso level
These sessions could be workshops, seminars or demonstrations that are appropriate for two or more related courses.

Micro level
These are course specific and include things like, tutorials, unit briefings and critiques.

These different types of sessions link up in different ways to form a network.

Week 1   Week 2   Week 3   Week 4   Week 5

Seminar 1

Software demo

Seminar 2

Software demo

Seminar 3

Software demo

Seminar 4

Seminar 5

Workshop

Project 1 Briefing

Group tutorial

Individual tutorial

Presentation

Critique

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