ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

MA DESIGN AND INNOVATION

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: *Please note that it is not appropriate for students to contact external examiners directly*	To be confirmed
Date of Validation	2019
Date of most recent review	N/A
Date programme specification written/revised	2019

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.

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 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

Peer Learning and Group Work

While students at undergraduate level are encouraged to learn through their peers, at MA level this is an imperative. Each member of the MA cohort is an active participant in learning and teaching, and through this, the sharing of good practice is established. In cross-course groups, students work together to deliver student-led seminars and presentations on topics that arise from the seminars. In discipline-specific group meetings, students and staff have the opportunity to discuss the issues at the forefront of their discipline.

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.

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.

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 (ILG)

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.

Postgraduate network

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 School of Art, Design and Architecture 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.

Full and Part Time Modes of Study

The part-time and full-time modes of study overlap, offering you several opportunities for crossover and dialogue. Part-time (PT) students will have the valuable and informative experience of attending the critiques, group and individual presentations scheduled for full-time (FT) students. This will enable them to develop relevant skills and knowledge and will provide you with a real understanding of what is expected of you. 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 act as mentors to the new students.

As well as this dynamic synergy between the full and part-time modes of study, it is recognised that the course is driven by your individual practice and research, and how you choose to contextualise this and make it work within the structure of the course. There are many points of contact between full and part-time, but there are also key points where the PT and FT delivery diverge and during which part-time students are required to work independently. An ability to study independently is an underlying principle of postgraduate study and, if you opt for the PT route on this course it will allow the further ‘space’ and time in which to develop your practice and thinking. A consequence of selecting this PT mode of study is that you have more independent study and 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.

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.

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.

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.

Distinction

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

A mark of 70% or above in a majority of credits undertaken at Level 7, with units weighted according to their size.

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

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.

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.

This unit will consist of collaborative sessions creating a network for all postgraduate students to attend alongside subject specialist sessions, which are particular to individual MA courses.

Professional Development is a long thin unit that runs alongside your **Strategies for Practice** and your **Master's Project 1**. The focus here is on business in the creative industries. If you are already practicing as a designer such 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 if you are less familiar with critical language and debates in the area of professional practice, this supporting unit 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 a practicing designers once you have completed your MA. This unit is closely linked to industry, global entrepreneurship and start-up events as well AUB research groups. It is based on a collaborative working platform not only across the graduate school but also has the potential to cross subject levels. You may be working in teams which might include practicing professionals as well as undergraduate students from relevant courses.

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 each unit are **Professional Development Portfolio (PDP)** sessions. The form of the PDP acknowledges different approaches: Curatorship and Editing, Business and Enterprise, and Academic Enquiry. You will have the ability to attend sessions that engage with each of these perspectives and apply them in ways in which you determine to be appropriate. 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.

Part Time Mode

The part-time mode has been carefully designed to allow students who are in full-time employment or have other full-time commitments to complete the MA Design

and Innovation in 2 years, with a full 12 months academic year, starting in September.

Part-time students will complete 2 units per year alongside their full-time peers but with added time to complete assignments (see course diagram). The structure will allow students to commit to dedicated periods of study and on-campus contact time. This model will increase your networking opportunities with full-time peers and improve your ability to get involved with the creative AUB community.

The first year of dedicated study which concludes in at the end of May is followed by an extended reading and self-study period (June to September). During this period, you are required to investigate potential project areas for your 2nd year units **Masters Project 1: Exploration** and **Masters Project 2: Specialised Practice**. You may also want to use this time to investigate potential business opportunities that might have arisen during your 1st year. This time could also be used to complete short work-placements or an internship. The finding of placements and internships will be your responsibility. Tutorial sessions can be booked as they are required on Tuesdays.

A Part-time **Masters Refresher** session is offered at the start of September. It may require you to commit for more than one day of campus time in that week. You will be briefed on **Masters Project 1: Exploration** at the start of October which will lead to the development of a study plan for both Masters projects and a body of work linked to the Exploration project. This body of work will form the basis of your **Masters Project 2: Specialised Practice** and will be completed in March when your 2nd Masters projects officially launches. The time-frames for both Masters projects have been expanded but there will still be plenty of opportunities to meet and network with MA students on the full-time route.

This model should provide part-time students with a manageable balance between commitments outside the MA Design and Innovation. It will also give you and your employers the ability to make allowances in advance for periods of absence due to university commitments in advance for the 2 years you are committed to this MA.

Year 1

You will commit to one day a week for the **Strategies for Practice** unit and one additional day per week every two weeks for the **Professional Development** unit. This forms Part 1 of their studies and will run from September to May.

Recess Period

The period from June to September is a reading, development and individual study period in preparation for your year two. Tutorials can be provided by appointment on Tuesdays and an intensive refresher session will kick-start your 2nd year.

Year 2

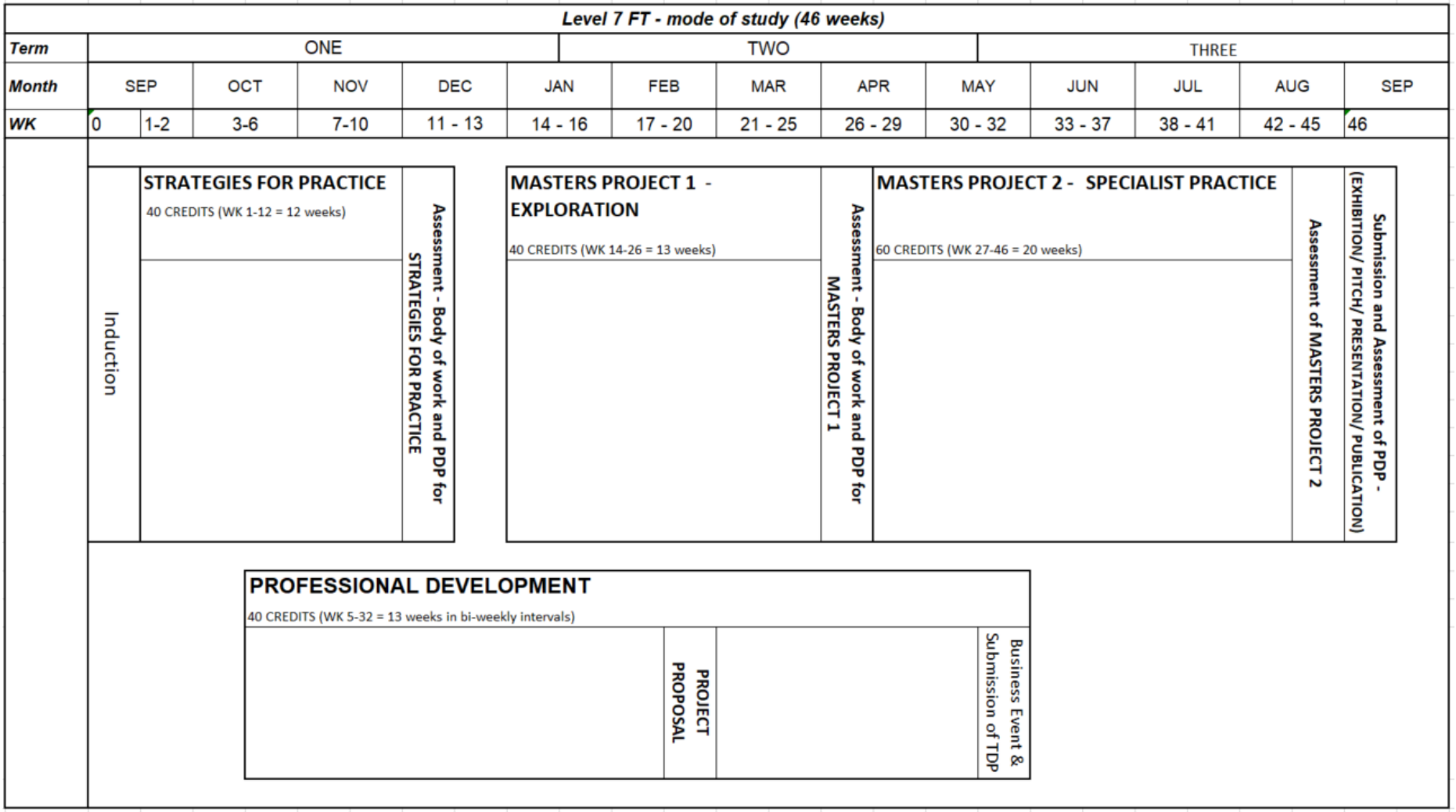
In your 2nd year you will commit to your final two units: **Masters Project 1: Exploration** and **Masters Project 2: Specialised Practice**. You will be required to attend for one day per week from October to September. The contact day will include some teaching; however, your main focus will be self-directed and will involve

study/research/making etc. Project supervision will be delivered by your teaching team and there are opportunities to network with the current full-time MA Design and Innovation cohort.

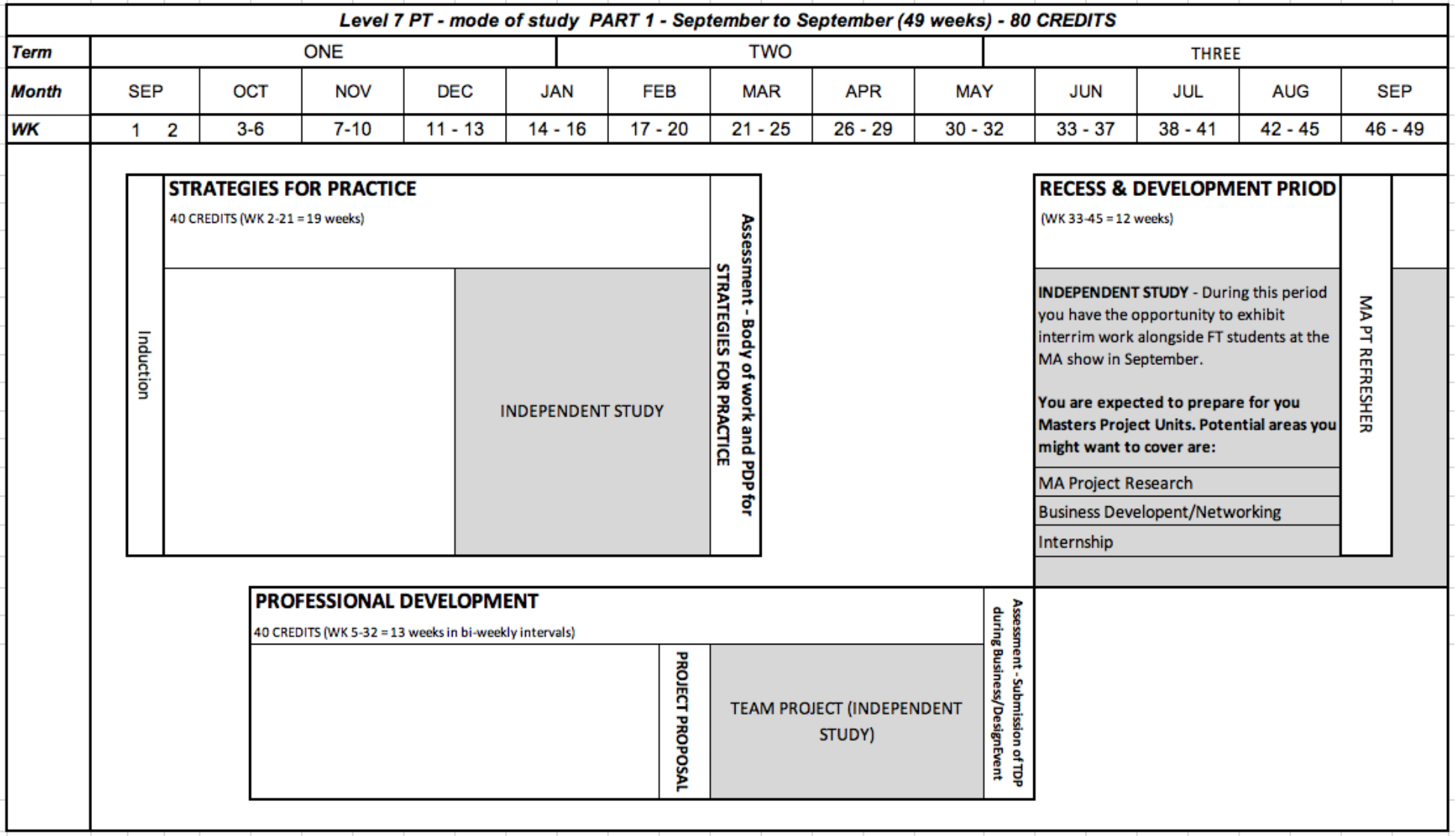
Course Units

Unit Code F/T	Unit Code P/T	Unit Title	Credit Weighting
DEF751	DEP751	Strategies for Practice	40
DEF752	DEP752	Master's Project 1 - Exploration	40
DEF753	DEP753	Professional Development	40
DEF754	DEP754	Master's Project 2 - Specialised Practice	60

Course Diagram – Full-time Mode



Course Diagram – Part-time Mode



Level 7 PT - mode of study PART 2 - September to September (48 weeks) - 100 CREDITS													
Term	ONE					TWO						THREE	
Month	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
WK	46 - 49	50 - 53	54 - 57	58 - 61	62 - 65	66 - 69	70 - 73	74 - 77	78 - 81	82 - 85	86 - 89	90 - 94	95

MA PT REFRESHER

INDEPENDENT STUDY

MASTERS PROJECT 1 - EXPLORATION

40 CREDITS (WK 50-70 = 20 weeks)

PROJECT BRIEFING

WEEKLY TUTORIALS PLUS INDEPENDENT STUDY

Assessment - Body of work and PDP for MASTERS PROJECT 1

MASTERS PROJECT 2 - SPECIALIST PRACTICE

60 CREDITS (WK 74-95 = 21 weeks)

PROJECT BRIEFING

WEEKLY TUTORIALS PLUS INDEPENDENT STUDY

Assessment of MASTERS PROJECT 2

Submission and Assessment of PDP - (EXHIBITION/ PITCH/ PRESENTATION/ PUBLICATION)