

Programme Specification - MA Product Design

Date of Publication to Students: September 2011

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/biad>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham Institute of Art & Design Birmingham City University
Final Award:	Postgraduate Certificate - Product Design Postgraduate Diploma - Product Design Master of Arts - Product Design
Programme Title:	MA Product Design
Main fields of Study:	Product Design
Modes of Study:	Lectures, workshops, collaborative projects, practical, critical thinking, self-directed learning.
Language of Study:	English
UCAS Code:	N/A
JACS Code:	N/A

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- PG Characteristics of MA graduates – subject specific and generic attributes - taken from QAA Masters Degree Consultation Characteristics (March 2010)
- In accordance with BCU's Standard Postgraduate Assessment Regulations (SPAR 2)
- BCU's Re-design of the Learning Experience (RoLEx) 1, 2 & 3 objectives.
- BCU's 7 key Learning & Teaching Objectives

Programme philosophy and aims

MA Product Design is interested in challenging perceptions around 'Alternative Living' to see what else might be possible in a world already full of things.

It operates in an alternative 'Here & Now' through a process it has called 'Conceptual Realism'. It strives for a course attitude rather than a course 'look' and so its outputs reflect the student intake; wide-ranging and diverse.

The course therefore challenges the 'conceptualists' against the 'realists', with the ultimate aim of fusing the best of both approaches somewhere in between. 'Conceptual Realism' then, is its unique approach to the subject of product design.

This is achieved by encouraging provocative debate and analysis of the discipline, with the intention of then seeking to create exciting new concept proposals. These are further developed and communicated through believable product narratives, backed up by supporting information from a wide range of viewpoints (for example, intellectual, commercial, material, technological, production, retail, customer and sustainability).

Successful external collaborative projects, using the principles mentioned above, have recently been conducted with Marks and Spencer, Cadbury, AGA, Pashley cycles, Denby, Richard Burbidge and Triumph motorcycles. In each case the intention is to challenge and stimulate the host company with product concepts/ideas that they are unlikely to consider themselves.

The logic behind 'Conceptual Realism' derives from the duality of 'typical' product design students, coming from either a logical/objective 'realist' approach or a creative/individual 'conceptual' approach. Either methodology can be successfully appropriated in the way that products are designed, and so the course aims to challenge one against the other so as to stimulate critical understanding and awareness of an individual designer's chosen method of designing. Ultimately, by better understanding how and why products are designed, students can become better knowledge based thinkers and therefore improved designers. The ultimate aim of the course is to better prepare individual students for a successful professional life within a wide range of product design related jobs, whether they might be within consultancy, industry, retail or academic based ambitions. Finely honed presentation skills across a very wide spectrum of media also provide invaluable communication abilities in the selection, appropriation and delivery of carefully considered ideas and/or product concepts.

Also, with our student community deriving from a very wide range of nationalities (along with an even male/female split), there is a noticeable duality between industrial (typically more objective) and post-industrial (typically more subjective) backgrounds, thinking and expectations. Again 'Conceptual Realism' aims to celebrate these differences rather than favour one over the other - actively encouraging the different cultural/educational backgrounds of the students to challenge each other.

USP's

- 'Conceptual Realism' focus (as explained above).
- Long established course (over 40 yrs).
- Birmingham's vast industrial heritage (museums) and geographical position for industrial links, trade fairs and transportation network (road, rail and air).

- Significant and regular collaborative projects with well known brands (portfolio/CV enhancement - employability).
- Regular exhibitions and presentations to collaborative partner's CEOs, senior management, design teams etc ensure professional quality presentations and portfolio/CV enhancement.
- Industrial placements and potential employability opportunities (from collaborative projects).
- International student intake and alumni.
- Flexible part time route available (typically 2 years).
- 50/50 Male female class (typical).
- Students can tailor outcomes to suit their differentiated needs and create a stronger set of appropriate professional skill sets.
- Value added initiatives and opportunities (e.g. visits, additional BIAD lecture series, visiting lecturers, social events etc).
- Opportunity/history of successful external bursary provision for EU students (David Peacock Trust and AHRC).
- Extensive use of Moodle as a comprehensive (additional) online learning and information environment.
- Innovative use of social media - MAPD utilises Twitter and blogging to extend awareness and engage potential applications, existing students, alumni and the design world/industry to a wider (global) audience.

The aims of the programme are to:

Provide students with a structured set of learning activities and supportive environment that will give them the ability to:

1. Interpret and critically evaluate concepts and ideas expressed in a variety of forms and through a number of alternative creative processes.
2. Argue rationally and draw independent conclusions based on a rigorous, analytical and critical approach to data, demonstration, argument and artefacts.
3. Apply the knowledge, skills and methodologies of the discipline or field of study to the analysis and solution of complex problems, or to the expression of sophisticated ideas, reflecting on personal practice and modifying it accordingly.
4. Develop a critical awareness of design practice within a diverse historical and dynamic context, whilst identifying future possibilities in relation to a specific field of study.
5. Deconstruct the underpinning cultural, aesthetic, political, economic and social factors which influence and aid in the formation of product or spatial identities across a number of different contexts including new technologies.
6. Employ a critical and analytical dialogue that investigates and appraises the concepts and conventions of product or spatial design, its elemental methods and practice.
7. Use a wide variety of forms of communication and expression and employ them selectively, appropriately and effectively according to the needs of the situation and

context.

8. Elicit the co-operation of others and contribute to individual goals and objectives.
9. Pursue a chosen field of study and practice with authority, working autonomously and accepting accountability.
10. Assess and propose design resolutions that respond to the conventions of product or spatial design in real world situations.
11. Exercise the professional confidence to take risks in regard to the creative process.
12. Convey new and innovative propositions that persuasively challenge conventional norms associated with the relevant design discipline or issue.

Intended learning outcomes and the means by which they are achieved and demonstrated:

1. Knowledge and understanding of:

1. The historical development of models of design evolution and processes, and the relative merits of generic and bespoke models when applied to practical design and development outcomes.
2. The wider influence of the 'design world' upon designers, and its effect upon design decisions made at local, national and international levels – including social, political, aesthetic, cultural and economic factors.
3. The established and radical methods of creative thinking and practice to facilitate innovative design outcomes.
4. The key roles of strategic thinking, hypothesis, methodology, research, critical analysis, scrutiny and synthesis in successful design research.
5. The importance of planning, conceptual thinking, experimentation, risk-taking, design and development, technology and evaluation in successful design practice.
6. The central roles of narrative and experience within the successful communication of design proposals.

2. Skills and other attributes: the ability to –

1. Analyse and critically evaluate historical and existing design outcomes and their related design processes, to then further develop potential ideas as logical progressive design proposals.
2. Interpret the wider influences acting upon product and/or interior design, to either conform to or subvert expected industry practices and 'norms'.
3. Apply analysis and critical evaluation of alternative models of creative practice to propose challenging new design concepts and narratives.
4. Argue rationally and draw new independent design conclusions from a personally identified programme of study based upon a clear, rigorous, analytical and critical approach to the chosen subject area and its applied hypothesis.
5. Propose and develop innovative concepts and ideas expressed as design experiments and solutions through continuous evaluation, which form part of a personally identified programme of study.
6. Clearly and successfully communicate a thorough and complex personal design

project in a convincing manner at a professional level of delivery across a range of media.

3. Practical, research and independent learning skills: the ability to –

1. Apply the knowledge, skills and methodologies of the discipline of study to the analysis and solution of complex design issues.
2. Demonstrate awareness of the application of cultural, social, technological, commercial and economic factors to design.
3. Develop creative thinking and practice through deconstructive and then reconstructive approaches to design.
4. Research, analyse, critically evaluate and record data from a wide range of primary and secondary sources, as a means to generate concepts, in an appropriate and professional format.
5. Pursue a chosen field of study and practice with authority, working autonomously and accepting accountability, leading to the expression of a sophisticated and innovative design proposal through a variety of appropriate media.
6. Reflect upon the whole journey of personal practice and communicate both process and final outcome at a professional, and so employable, level.

4. Transferable / key skills: the ability to –

1. Objectify a complex situation and break it down into component issues and tasks.
2. Assess the career opportunities open to the individual designer with respect to the broader context of the design world.
3. Develop innovative, creative and contemporary design approaches to a design brief.
4. Elicit the co-operation of others to contribute to research goals.
5. Manage and take responsibility for a project within agreed timescales.
6. Use a variety of forms of communication and expression and employ them selectively, appropriately, effectively and professionally according to the needs of the situation or context.

Learning teaching, and assessment methods used

The Teaching and Learning Strategy:

Sharing Resources

The programme will occasionally share resources with MA Interior Design and MA Design and Visualisation; preparing for the larger cohorts and the new building. This strategy focuses on the positive impact to be had by sharing some teaching and learning resources and working towards new targets for recruitment and the move into the new building planned in 2013. Shared resources includes some of the following activities and facilities:

1. **Lecture Schedules** - staff design expertise and experience.
2. **Environments and equipment** – lecture and tutorial spaces.

3. **Active Learning Activities** - student team working across disciplines.
4. **Assessment Process** – cover whilst assessing, standards moderations, etc.
5. **Added Value** – enrichment experiences, visits, European study trips, exhibitions etc.
6. **Employability** – Personal Development Planning and career development exercises.
7. **Course Monitoring** – QAA tracking, Board of Studies, Annual Evaluation Reports.
8. **Exhibitions & Promotion** – key showcase & marketing opportunities.
9. **Workshop facilities** – Wood, Metal, Plastic, Ceramic and Glass workshops and technician support shared with other BA and MA courses at BIAD.
10. **ICIT facilities** - 2D and 3D CAD software, online learning resources and technician support shared with other BA and MA courses at BIAD.

Moodle/E learning – The Virtual Learning Portal/Environment

Moodle is utilised as a tool to promote better lines of communication amongst the community of learners and staff and the sharing of best practice (including previous student examples for every module as indicators of appropriate layout, quality and practice). Lectures are posted on Moodle after they have been presented live at BIAD – as a ‘watch it again’ service. Timetables, links, glossaries and key course/module information are also available via Moodle (e.g. course handbook, holiday entitlement, advice on life after BIAD etc).

Lectures & Active Learning Groups

Students are encouraged to make the flexible studio-hub their working base, and to make full use of it for a wide variety of activities (teaching, learning, tutorials, meetings, designing, basic model-making etc). Core teaching days are to be delivered on two full days and at other times students will be supported by small group tutorials or group workshops. These Active Learning Groups are made up of up to 12 students with similar learning styles, pace and design practice. Students will bring their project work to these sessions to share in peer appraisal, to discuss key design issues & factors, to receive critical, constructive feedback and to determine individual action plans.

One to One Tutorial Opportunities:

Induction Tutorials: During the initial stage of the course, students will have an opportunity to meet on a one to one basis with the Course Director to discuss their educational goals, learning preferences (including how they will access additional learning support) and their career plan.

Progress Tutorials: Students will also have individual Progress Tutorials scheduled at the end of trimester 1 and trimester 2 to reflect with the Course Director on their educational participation, performance, career development and target setting.

Open Surgery/Emergency or Referral Tutorials: Students may find that a problem arises that is preventing them from positively processing their teaching & learning. In this instance, the Course Director will schedule “Open Surgery” opportunities or an “Emergency Tutorial” to record the particular factors contributing to the problem so that the

student and Tutor can explore how this could be addressed by BCU or solved.

Module Delivery Essentials:

Delivery Methods - Assessment Pack* : At the beginning of every module students will be issued with an Assessment Pack which will include the following:

- **Module Plan/Timetable** – The schedule of Teaching and Learning activities for the trimester.
- **The Module Template** – A descriptor of the module syllabus and pedagogy.
- **The Brief** – The rationale and conditions for the assignment.
- **The Assessment Sheet** – A list of Marking Factors for self-assessment and reflection.
- **Expanded Guidance Notes** – The brief deconstructed into illustrated notes/advice.
- **The Assignment Template** – A structural plan for the assignment submission.
- **'Best Practice' Examples** – An archive of previous student submissions.

*As well as a hard copy version issued at the beginning of each module, all items listed above will also be available to view/download from Moodle.

Delivery Methods - 'Module Teaching & Assessment': During structured teaching periods, each Module will be addressed as part of the MA programme experience during the week. Module teaching will take place on one day per week (per module) to facilitate equality of opportunity for part time students. These taught sessions will include:

- **Shared Lectures** – Delivered to the whole PG3DD Framework student group.
- **Design Specific Lectures** – Delivered to courses by the appropriate Design Tutor.
- **Active Learning Exercises** – Sessions for conference, debate and problem solving.
- **Group Seminars** – Team orientated teaching and learning.
- **Interim Project Reviews** – Peer reflection and discussion about progress & planning (verbal and/or written feedback).
- **Assessment** – Appraisal & Evaluation process in line with the BCU's SPAR 2 regulations.
- **Feedback** – Formal feedback of Assessment Records to individual students.

Employability Delivery Desirables – to suit students' differentiated needs.

Delivery Methods – 'Toolbox' Skill Building* : - This focus on 'Employability' skill building will be addressed as part of the generic MA programme experience and in differentiated focused activities that add value to each Module. Throughout the programme, students may either choose to, or be advised to, acquire skills and knowledge, to enable an appropriate/better postgraduate experience whilst on the programme. These may include the following tools/skill sets:

- **Research Methods** – A schedule of Academic Lectures and study skills seminars.
- **English Language & Academic Study Skills** – Postgraduate seminars and tutorials.
- **CAD** – Access to ICIT suite and design software appropriate for PG study.

- **Academic Referencing** – Access to BCU library electronic resources.
- **3D Modelling** – Induction into 3DD workshops and expert seminars.
- **Photography** – use of visual communication's photographic studios/equipment.
- **Professional Presentation** – Expert Lectures and Seminars.
- **Visual & Design Analysis** – PG seminars and workshops.

* Toolbox skills are available as generic workshop/learning opportunities provided by BCU and/or BIAD support services. They are NOT provided by the course's staff team (or advertised in course marketing information as such).

Delivery Methods – ‘Enrichment’ Experiences** - This focuses opportunities that add additional value to the MA experience and participation at BIAD/BCU with the broader creative and academic community. Throughout the programme and modules, students may choose to access and participate in the following opportunities and experiences:

- **Visiting Guest Lectures** – The BIAD schedule of Professional & Academic Lectures.
- **Inspiration Lectures** – Lectures prepared by Alumni, Staff and PG Students.
- **Professional Development Planning** – Career management workshops & events.
- **Field Trips** – inspirational and informative site, educational or cultural experiences.
- **Showcasing Talent** – Utilising exhibitions, editorials, blogs, twitter and Pecha Kucha.
- **Industry Connectedness** – Live projects, freelance design and work placements.
- **BIAD Connectedness** – Shared lectures, shared trips and joint projects.

** **‘Enrichment’ Experiences** are available as additional opportunities provided by the wider community of BIAD and/or BCU. Whilst participants in the provision of **‘Enrichment’ Experiences**, the course's staff team are NOT the key providers of these opportunities (nor are they advertised as such in course marketing information).

Assessment Strategy

Interim Project Reviews – these are opportunities for students to engage in Active Learning experiences that involve peer-review, group debate and lead to self directed target action planning. Informal Tutorial Records are made of these sessions.

Summative Assessment – This single opportunity qualifies and quantifies individual student postgraduate performance in relation to the Module. The work submitted by students is marked by at least one Design Tutor with supplementary comments included for additional clarity.

Standards Moderation – This process establishes whether the brief (and its related outcomes) is appropriate for the Module and that a sample of the summative assessments, indicate a ‘levelness’ that is in line with the grading on other MA programmes within the BIAD Postgraduate Framework & SPAR 2 Regulations. This process will be managed by a Tutor from another MA design programme at BIAD and will confirm or adjust interim grades’ for the whole class cohort.

External Examination – This process establishes whether the assessment and standards moderation processes are conducted appropriately and that the module has been effectively delivered in line with the ‘QAA Masters Degree Characteristics’. This process

will be managed by an experienced Design Academic from another Institution and will trigger the ratification of final grades for the Module at a formal Exam Board.

Programme structure and requirements, levels, modules, credits and awards

Trimester Structure:

44 weeks of participation with up to 8 weeks vacation/annual allowance.

MA Product Design Periods of Study

- **Trimester 1** includes three weeks of Winter vacation and an induction week.
- **Trimester 2** includes three weeks of Spring vacation.
- **Trimester 3** includes two weeks of Summer vacation and PDP Activities/Events.

Sequence and Support

As the MA course progresses it is recognised that the students will refine their professional skills and acquire new academic knowledge as well as developing personal confidence and improved communication skills. As such, the early stage modules have a higher degree of Formal Teaching and knowledge exchange associated with Trimester 1 Modules. Equally there will be decreasingly less formal teaching and more facilitated Group Tutorials, which are actively engaged in, by the students associated with the end stage – Trimester 2 and Trimester 3 Modules.

Trimester 1

- **Realism** (30 credits)
- **Design Culture** (30 credits)

Trimester 2

- **Conceptualism** (30 credits)
- **Personal Project - Research** (30 credits)

Trimester 3

- **Personal Project - Practice** (30 credits)
- **Personal Project - Communication** (30 credits)

(Total = 180 credits, 1 year F/T & 2 years P/T)

Final Awards

Final Awards can be gained on exiting the programme. The Award will be calculated based on grades that have been ratified at a formal Exam Board. The criteria for Final Awards adhere to BCU's SPAR 2 Regulations:

- To qualify for a **Postgraduate Certificate** a student must successfully complete all required assessments and obtain a minimum of 60 credits of which at least 30 must be at level 7. The pass-mark in all modules is 50%. The award of Postgraduate Certificate is not differentiated.
- To qualify for a **Postgraduate Diploma** a student must successfully complete all required assessments and obtain a minimum of 120 credits of which at least 90 must

be at level 7. The pass-mark in all modules is 50%. The award of Postgraduate Diploma with Distinction is made to students who achieve an average mark of 70% or above.

- To qualify for a **Master's Degree** a student must successfully complete all required assessments and obtain a minimum of 180 credits of which at least 150 must be at level 7. The pass-mark in all modules is 50%. The award of 'Masters Degree with Distinction' is made to students who achieve an average mark of 70% or above. A 'Masters with 'Commendation' is made to students who achieve an average mark of 60-69%. If a student finishes their studies at this stage and completes the programme, they will graduate with a Masters Award.

Modes of Access:

The programme is structured within a single three-trimester year: each trimester is sub-divided into structured learning and teaching periods. Students share common induction programmes (beginning of the course) and a common lecture programme with MA Interior Design and MA Design & Visualisation students.

All modules are 'M' level (7) at 30 credits per module. 6 Modules x 30 credits leads to the full Master of Arts award in Product Design.

Specific modules for the MA Product Design programme include:

DES7050 Realism (30 credits)
DES7052 Conceptualism (30 credits)

The following modules form a common framework between MA Product Design and the MA Interior Design programme:

DES7051 Design Culture (30 credits)
DES7053 Personal Project - Research (30 credits)
DES7054 Personal Project - Practice (30 credits)
DES7055 Personal Project - Communication (30 credits)

Lectures and seminars of any modules may be attended by any student on the programme.

Credits are awarded in accordance with BCU's Standard Postgraduate Assessment Regulations (SPAR 2).

Full time Mode:**A one year programme – 52 weeks – 3 trimesters – 6 x 30 credit Modules**

F/T Students attend for scheduled teaching and learning experiences for two days per week. The rest of full time week is spent either developing 'toolbox' skills through arranged workshops, seminars and tutorials or, the students will participate in their assignment work through periods of 'self directed study'. *It is anticipated that F/T students will need to spend approximately 40 hours a week on assignments.

Full-Time route:**Trimester 1**

Module code	Module name	Credit value
DES7050	Realism	30M
DES7051	Design Culture	30M

Trimester 2

Module code	Module name	Credit value
DES7053	Personal Project - Research	30M
DES7052	Conceptualism	30M

Trimester 3

Module code	Module name	Credit value
DES7054	Personal Project - Practice	30M
DES7055	Personal Project - Communication	30M

Part Time route:**A two year programme – 52 weeks per year – 6 Trimesters – 6 x 30 credit Modules**

P/T Students will attend for scheduled teaching and learning experiences for one day per week. The rest of the part time week is spent either developing 'toolbox' skills through arranged workshops, seminars and tutorials, or the students will participate in their assignment work through periods of 'self directed study'. *It is anticipated that P/T students will need to spend approximately 20 hours a week on assignments.

Trimester 1 (year 1)

Module code	Module name	Credit value
DES7050	Realism	30M

Trimester 2 (year 1)

Module code	Module name	Credit value
DES7053	Personal Project - Research	30M

Trimester 3 (year 1)

Module code	Module name	Credit value
DES7054	Personal Project - Practice	30M

Trimester 1 (year 2)

Module code	Module name	Credit value
DES7051	Design Culture	30M

Trimester 2 (year 2)

Module code	Module name	Credit value
DES7052	Conceptualism	30M

Trimester 3 (year 2)

Module code	Module name	Credit value
DES7055	Personal Project - Communication	30M

Support for Learning including Personal Development Planning (PDP)

Pre Programme Support:

Managing Expectations

The Staff Team act as ambassadors for all of our MA Programmes in order to facilitate candidates '**choice**' and a '**smooth transition**' onto the programme. At an initial stage of enquiry and application, candidates are assured that they are positioned at the centre of the learning and teaching curriculum, programme and progressive educational framework. Defining key '**expectations**' with candidates is done by:

- Making sure that examples of MA Product Design work through creative and academic portfolios demonstrate progressive learning and skill building.
- Making sure that the course show-reel and specific website content covers issues that are important to candidates – Fees, Modes of access, Structure, Timetables, Design Activities, Employer engagement, Workload, Accommodation, and additional Learning Support.
- Making sure that candidates realise that they can facilitate the technology, the additional learning support and the educational experiences, that they can tailor to suit their individual 'Employability' or 'Academic' needs.
- Making sure that the course show-reel and specific website content identifies ways in which students can prepare for applying, interview and studying on the programme. This activity links directly to individual Professional Development Planning.
- Making sure that accessible lines of communication are available to potential candidates to link to the Course Director (e.g. via Twitter, BIAD/BCU website, blog etc.).

International Pre-Sessional Activities:

International students have the opportunity to attend a short English Language Course, to improve their English comprehension and communication skills. Orientation Trips and seminars are arranged by the International Office at City North campus (Perry Barr) to help non-UK students orientate and adjust to life in Birmingham. As part of this experience, there is an 'International Student Day' - an event to introduce the new International students to MA Programme and BIAD staff and Support Team.

On Programme Support

Induction:

The first week of the programme provides an introduction and induction to the University, the Faculty, and the course. During this week a series of further sessions will be scheduled to provide students with an opportunity to engage in a series of different tasks which help them prepare for academic life on the programme, whilst also providing a way for students to get to know tutors, classmates, and their surroundings. These initial weeks seek to officially enrol students onto course, obtain library cards, access Moodle and partake in numerous Enrichment activities that are on offer at BIAD/BCU and others that are provided by the Student's Union. Typically these activities include:

University Enrolment.

Library Induction & Registration.

Joining University Societies.
Studio / Workshop Inductions.
Health & Safety Inductions.
Computer & Moodle Induction.
Studio Induction Project.
Gosta Green Campus Orientation.
Student Service Induction.

Feedback to Students:

At interim Stages of Modules – Informal feedback and indicative performance indicators will be issued verbally and occasionally in the form of written Tutorial Records in regard to the individual students approach to academic and design performance.

After Summative Assessment of Modules – Formal Assessment Records for the Module will be issued to individual students within 20 working days of the submission deadline. These sheets will indicate both qualitative and quantitative appraisals of individual student performance. This feedback will include the identification of 'Toolbox Skills' that could potentially encourage students to access specific or additional learning support.

Assessment Records – will contain 'interim grades' and formal written evaluations of the submission for the Module. 'Interim' meaning - pending ratification of all grades at formal Exam Boards.

Module Referral Tutorials – will be conducted where Assessment Records have indicated that a student has failed the module. These records will define a new assessment opportunity and contain exact instruction and guidance about the Coursework that needs to be represented, in alignment with BCU's SPAR 2 Regulations. This will include additional learning support.

Progress Tutorials – Individual Progress Tutorials are scheduled at the end of trimester 1, trimester 2 and trimester 3 for students to reflect on their achievements and learning. The meeting with the Course Director will address educational participation, performance, career development and target setting. There will be an emphasis on Employability orientated 'Enrichment experiences' that the students could facilitate to add value to the curriculum.

Emergency or Referral Tutorials: Will be arranged where a problem arises for a student that is preventing them from positively processing their teaching & learning. The Course Director will schedule an "Emergency Tutorial" to record the particular factors contributing to the problem so that both parties can explore how this could be addressed by BCU services or be resolved.

Employability and Personal Development Planning:

Individual students will be engaging in Continuing Professional Development (CPD) and can be chart this in a Personal Development Plan (PDP), sometimes called a professional development plan. Its value lies in helping individuals to organise, record and evaluate their CPD. Updating the PDP regularly during the programme will enable students to review what they have learnt, revising targets where necessary and setting goals for the

next period. Producing Action Plans will enable individuals to make SMART Targets that are specific, measurable, achievable, realistic and time-bound. New PDP initiatives include:

- **'Emotional Competence'** lecturers and workshops.
- Embedded PDP **professional skills building** – set within briefs.
- **Career Planning** and Career Fairs.
- **Active Learning Sets** – weekly PDP reflection & planning feedback.
- **Performance Reviews** – SWOT analysis of PDP specific targets.

Students are encouraged to investigate the value of committing to membership of the following professional Bodies:

- **CSD** – The Chartered Society of Designers.
- **BDI** – British Design Innovation.
- **RSA** – the Royal Society for the Encouragement of Arts, Manufactures and Commerce.

Industry Interaction

A key strategy is to continue to foster collaborative engagement with the Product Design industry in the UK and particularly in the West Midlands. Strategies for this include:

- Professional Guest Lectures – connected to writing editorials.
- Live Projects with iconic 'British' brands and Institutions.
- Encourage students to actively seek placements during holidays.
- Lectures to reinforce industry and career awareness.

Off Programme Support:

Creative Connectedness:

The establishment of creative design networks and increased engagement with external parties and professional bodies like The Design Council and Royal Society of Arts at a regional level will provide better links between design-led economic forums and BIAD to create mutually supporting innovative programme developments. This liaison will underpin professional needs, employability skills and experiences that matter to the contemporary design sector. Organisations that may become stakeholders include:

- **CSD** – Chartered Society of Designers.
- **RSA** – the Royal Society for the Encouragement of Arts, Manufactures and Commerce.
- **BDI** – British Design Innovation.
- **Advantage West Midlands** – Regional Development Agency.

Alumni Involvement:

Creating a community of students and professionals that **collaboratively engage as stakeholders** in regard to the course to aid programme development is a critical

component in the successful management and quality assurance of the programme.

Alumni are invited to apply for “**Artist in Residence**” compact arrangements whilst developing their own professional or creative careers. This engages the Alumni at the heart of BIAD.

Alumni are invited to give Guest Lectures, PDP Seminars and run creative workshops with the Post Graduate students. Enrichment activities also including programme & student orientated blogs and creative ‘**pecha kucha**’ nights and ‘**linkedin**’ professional networking.

Alumni may also keep up to date with the programme, its events and achievements on Twitter and the course blog.

Support for learning:

- The course begins with a one-week induction programme with introductions to the staff and students of other MA courses in the department.
- Additionally, overseas students will have been invited to the Faculty’s Overseas Students Induction programme in the previous week. This programme introduces students to the university’s services and features of the region.
- A supportive induction is provided by Student Services and the Academic Skills Centre to describe to students the array of differentiated services and experiences that students may wish to harness for themselves.
- The course provides the conditions for a critical community of inquiry, in which both the learner and teacher are part of the larger process of learning. The engendering of ownership of a well equipped base, several team-working experiences and frequent staff/student seminars all provide the conditions in which peer learning and Active Learning -‘buddying’ can flourish.
- Throughout the course, for at least one day each week, there are opportunities for students to meet staff for tutorials on a team or occasional one-to-one basis. These are organised on a ‘surgery’ model, where staff availability is either emailed and/or posted on a notice board, and students sign up for the posted appointment times. These tutorials provide the opportunity to raise both academic and personal problems with a member of staff.
- Library induction includes training for the Digital Library resource. Online access, Athens Passwords and the provision of a personal email address.
- Workshop induction includes full introduction to the extensive workshop facilities, Health and safety awareness/rules, materials provision and accessibility timetables.
- Computer induction includes an introduction from ICT services (including logging on, Moodle, facilities, support etc.).

Personal Development Plans:

- PDP introductory presentation (week 1).
- Encouraged to conduct own personality profile to better aid decision making.
- Individual tutorials (including personal ambitions and expectations).
- Continuous self-reflection (encouraged through the creative decision making

process).

- Comprehensive feedback for each module (in both summative and written formats).
- Advice on collating a personal portfolio of work.
- Advice on looking for (appropriate) work, after leaving BIAD/BCU.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course. Candidates must also satisfy the requirements of the programme, which are as follows:

Be able to demonstrate through a substantial portfolio of work (at an appropriate graduate level) the following:

Cognitive attributes*:

- Awareness of the global professional discipline and history of Design.
- Evidence of research and applied critical thinking - within the subject of design.
- Creative thinking and selection of appropriate design outcomes .Knowledge of materials and appropriate manufacturing processes.
- Evidence of design and development of design concepts.
- Awareness of marketing and branding issues.
- Reflection upon own design and decision making processes.

Practical skills:

Creative Communication:

- Experimental work.
- Good command/understanding of the English language (written, listening and speaking).
- Graphic presentation.
- Evidence of 2D & 3D concepts and development.

Design Process/Cycle:

- Inspiration linking to ideas.
- Problem solving.
- Professional presentation.
- Design knowledge.

- Drawing.
- Model-making.
- CAD/3D rendering.
- Professional presentation.
- Any other creative outputs and/or approved prior learning/experiences deemed relevant.

*These should be demonstrated through at least 5 separate pieces of work (minimum).

Methods for evaluation and enhancement of quality and standards, including listening and responding to views of students

Quality & Standard Assurance Key Processes:

Induction Period Review – This review captures the student experience of the Induction Period including enrolment and pre-session English language programmes and captures student opinions, experiential anecdotes. (Board of Studies)

Assessment & Feedback – Assessment Packs are issued to students at the beginning of Modules and are published on Moodle. This Assessment Pack includes:

- The Module Descriptor
- The Brief
- Expanded Guidance Notes
- The Assessment Sheets
- Best Practice Examples (previous student work).

Individual module assessment contributes to the determination of final degree classifications. Students are issued with a (digital) copy of the course handbook containing the University's assessment regulations on commencing the course, and will participate in individual and collective assessment exercises in Trimester 1 to establish an appreciation of the grading process and levels. After each Module Assessment, all students are issued with qualitative and quantitative feedback within a 20 working day period.

Progress Tutorials – are scheduled at the end of the Trimester to focus on the feedback and grades for all Modules as well as other professional and academic performance indicators. This one to one meeting will allow both the students and staff to consider their postgraduate performance and experience in relation to their unique Career Development Plans. Reflection and SMART target setting forms a major part of this PDP event.

Internal Standards Moderation – forms part of every module's assessment process as a required input from other academics (who don't teach on the programme itself), to ensure that assessment criteria are both appropriate and have been successfully achieved. This ensures parity across the PG marking spectrum and 'fair-play' from programme staff when assessing student work.

External Examination – occurs regularly, the External Examiner closely follows the whole programme appraising the full course documentation, assessment paperwork and Assessment Sampling student outputs in relation to modules as well as attending exam

boards (as required). This ensures marks are ratified as appropriate to the level of PG study. Any suggested changes affect the whole cohort of marking (rather than individual assessment).

Student – Module Satisfaction Questionnaires – are conducted anonymously by individuals after Modules have been appraised and students have had feedback/tutorials. These questionnaires are analysed quantifiably and the key findings are tracked year on year, to establish standard benchmarks and trends.

Staff – Module Evaluation Reports – are conducted by the Course Director to draw together all of the critical commentary from all parties involved in the review of the Module, key grading data and patterns of performance garnered from the other quality assurance mechanisms. These detailed analytical records directly feed into the Board of Studies and Annual Monitoring Reports.

Student Forums – are co-ordinated by Student Representatives who collate whole group critical opinion, observations and suggestions. Forum meeting minutes will be submitted by the Student Representatives to the Chair at 'Boards of Studies' meetings, which are held every Trimester. The minutes and action plans are generated from each Board of Study meeting will be reported back to the class by the Reps. Including any action plans and the FT3DD School's response to the student's key concerns or their development suggestions. Significant critical commentary will also be included in the end of year Annual Monitoring Report.

Board of Studies – are formal meetings Chaired by the Head of School or other senior academic within the Department. The meetings are scheduled to occur at three key points in the year and will focus on an appraisal of the effectiveness of the programme in line with national, institutional and School's expectations. Critical commentary is sought from students, teaching staff, moderators and the examiners. The meeting will determine a set of BOS Action Plans - which are submitted to the Associate Dean for Student Experience.

The Postgraduate Taught Experience Survey – is conducted annually in order to capture individual postgraduate student opinion and experience on a national scale. This critical analysis of the programme feeds into the Institution's quality assurance process and is factored into the Annual Monitoring Report.

Annual Programme Monitoring – is conducted by the Course Director at the end of each academic year and summarizes significant achievements made, unresolved issues from BOS action plans and potential amendments that may have a positive impact on future curriculum development. Comparative analysis with previous data, assessment rates and course intakes etc help to establish patterns and trends in relation to performance. Annual Monitoring Reports and action plans will feature in the Fashion and Textiles and 3D Design School and BIAD Faculty annual evaluation documents and reports.

Post Graduate Forum – collaborative meetings engage all of the Course Directors for all of the postgraduate programmes delivered at BIAD in debate and sharing. These meetings focus on national, Institutional and school level issues, opportunities and targets. They galvanise action plans for the BIAD Faculty and support the development of a responsive postgraduate culture and creative community.

Faculty Review and re-approval procedures – are conducted on regular basis under the guidance of the BIAD academic revue panel. At a school level staff hold regular monthly management meetings to discuss programme issues. At a course level the RoLEx process allows for changes to be implemented when deemed appropriate through a structured

system.

Celebrating Success – Capturing and marketing the successes of Live Projects and Industry based collaborations/interaction, including exhibitions and editorials that reach a global audience, helps students to recognise the unique creative platform at BIAD. Exposure to previous successful projects raises enthusiasm, engagement and promotes raised levels of achievement.

Engagement Stakeholders – the community of Alumni and professionals that collaboratively engage as stakeholders in regard to the course to aid programme development is a critical component in the successful management and quality assurance of the programme.