

PROGRAMME SPECIFICATION:
PG CERT / PG DIP / MA DESIGN MANAGEMENT

Date of Publication to Students [Enter date]

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 [Faculty web site address], (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 City University
Interim Awards and Final Award:	Postgraduate Certificate in Design Management Postgraduate Diploma in Design Management Master's in Design Management with pathways in - Professional Practice - Service Design - Entrepreneurship and Innovation - Sustainable Design Policy
Programme Title:	PgCert / PgDip / MA Design Management
Main fields of Study:	Design Management
Modes of Study:	Full time Part-time Work-based 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:

There are no Design Management subject benchmarks, the review has been informed by:

QAA Master's degree characteristics, March 2010

QAA Master's degrees in business and management, 2007

PROGRAMME PHILOSOPHY AND AIMS

Design management isn't simply about the management of design or designers, it provides the knowledge and skills to work with, and communicate effectively across design and business disciplines. This is a multi-disciplinary programme aimed at ambitious designers, and non-designers working in the design industry, who want to accelerate their careers by developing their personal skills, and gaining business and marketing insight.

Explain the overall approach adopted by the programme and how it leads to the aims shown below

The European Design Leadership Board has identified a shortage in design management skills. The challenge for design graduates and those working in design is how to acquire these skills when design education and early design careers focus on design, and once in design practice commercial pressures limit the opportunities for professional development.

This postgraduate programme can be studied full-time, part-time or via 'work-based learning' whilst remaining in full-time design related practice. UK and EU based students can commit to the full Master's programme or start with the Postgraduate Certificate and continue on to the Postgraduate Diploma and Master's if they wish.

The curriculum has a distinctive professional focus and embraces business management, marketing, design strategy, entrepreneurship, innovation, sustainability, design leadership and design practice including project management, intellectual property law and finance. Strong emphasis is placed on the development of evidence based decision making, high level leadership and communication skills. Students can focus within their chosen area of specialisation and work-based learning students relate their study directly to the workplace, gaining credit for work-based learning.

UK, European and international students can study via 'work-based learning', provided they are fluent in English and work in design related positions. Study is centred on day-to-day practice and the level of attendance at BIAD is negotiated individually. Attendance at lectures, seminars and workshops is supported by classes made available on-line, on-line discussion groups, tutorials and the University's virtual learning environment.

The aims of the programme are to:

Introduce, interpret and critically evaluate the role and value of design and design management concepts, tools and approaches in a variety of forms.

Apply innovative approaches to the solution of complex problems, using the knowledge, skills and methodologies of design and design management.

Develop convincing, evidence based approaches to design management practice through rigorous research, critical approaches to data and analysis.

Express sophisticated ideas through a wide range of professional forms of communication, employing them appropriately and effectively according to the audience and setting.

Lead and manage the relationship between designers and non-designers, applying insight and interpersonal skills to elicit the co-operation of organisations and individuals, reflecting on personal practice and modifying it accordingly.

Plan and pursue a programme of study around a chosen area of design management and practice, working autonomously, accountably and with authority.

Assess and resolve competing design related social, economic and ethical issues.

INTENDED LEARNING OUTCOMES AND THE MEANS BY WHICH THEY ARE ACHIEVED AND DEMONSTRATED

LEARNING OUTCOMES

In-depth knowledge and understanding

Demonstrated by the knowledge and understanding of:

Design and design management, the nature of the sector, current practices, issues and thinking.

The external and internal organizational contexts that design and design management operate in:

- The external context including economic, environmental, ethical, legal, political, sociological, technological and user, together with their effects at local, national and international levels.
- The internal aspects, functions and processes affecting design; their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures within which design and design management operate.

The design manager's role as champion, the factors affecting the relationships between designers and non-designers, design and organisations working with design.

The strategic role of design, how it creates value and how this can be articulated.

The professional practice aspects of design including business planning, entrepreneurship, design and innovation processes, project management, sustainability, intellectual property and finance.

Intellectual and cognitive skills

Demonstrated by the ability to:

Conduct research into design and design management issues through appropriate research design, data collection, analysis, synthesis and reporting.

Apply information and knowledge effectively, scanning and organising data, synthesising and analysing in order to abstract meaning and to share knowledge.

Think critically, to address ideas and concepts, analyse, synthesise and critically appraise, including the identification of assumptions and making judgements in the absence of data.

Solve complex design related problems in creative and innovative ways and articulate evidence based approaches.

Communicate effectively across different disciplines and levels, communicate complex ideas and arguments, using a range of design and business media.

Demonstrate high personal effectiveness, critical self-awareness, self-reflection and self management; time management; sensitivity to diversity and the ability to continue to learn through reflection on practice and experience.

Perform effectively within team environments demonstrating the ability to recognise and utilise individuals' contributions, to negotiate with, persuade and influence others.

Lead and manage the relationship between designers and non-designers, applying interpersonal skills to elicit the co-operation of organisations and individuals, contribute effectively to team goals, setting targets, motivating, monitoring performance, coaching and mentoring.

Recognise and address ethical dilemmas associated with design and design management, applying ethical and organisational values to situations and choices.

LEARNING AND TEACHING METHODS

All students

The course sets out to provide a high quality, intellectually challenging environment whilst acknowledging designers' experiential learning styles. Teaching and learning opportunities are based on lectures, seminars, workshops, an optional placement, live projects, simulated projects, guest lectures, study groups, group and individual tutorials, students also enjoy a wealth of extra curricular opportunities. Full time, part time and work-based learning students study together which makes for a rich student cohort and provides current design experiences and challenges for students to share.

An essential component of study is the student's ability to exploit the wealth of networking and extra-curricular opportunities. These include personal introductions, industry speakers and events, internships, paid work, competitions, research events, University and Faculty guest speakers, entrepreneurship events and funding.

Work-based learning students learning is located predominantly in the work place, students access classes in person or online using webinar software, recordings of some classes are made available online for the benefit of all students. Google Hangouts are held for work-based students' study groups and group tutorials.

Moodle, BCU's virtual learning environment, provides a rich source of support for all students, with a full narrative available for each module.

Class based contact time is most intensive during the PgCert stage, the proportion of independent study and one-to-one support increases during the PgDip and Master's stages.

Design Management is a demanding subject that requires a high standard of reading, writing, speaking and listening skills, the University provides both English and academic support.

The wide range of formative and summative assessment methods are designed to be industry relevant. Students develop their communication skills through regular presentations and written assessments are based on industry standard formats or aim to improve on these by introducing visual content where this communicates more effectively.

Students are encouraged to consider how their work can be most useful to their futures. Working within the field of design management, students choose appropriate subjects and tailor their work and research to fit with their individual career goals.

LEARNING AND TEACHING METHODS contd

Work-based students have the option to adapt modules

Work-based learning students develop individual study plans through the Professional Development Module, an important component of the plan is deciding how to study future modules as work-based learning students are able to adapt aspects of the course modules to accommodate their work situation.

All modules are designed around five components: the module 'learning aims', 'learning outcomes' (what the student should be capable of once they have completed the module), 'learning and teaching methods', 'assessment' and 'learning resources'. The 'learning aims' and 'learning outcomes' are not negotiable, the 'learning and teaching methods', the 'assessment' and the 'learning resources' can be adapted to take into account the work-based student's work circumstances and the needs of the workplace.

Learning and teaching methods:

As work-based students' learning is predominantly in the workplace they are expected to be selective about attendance, adapting their 'learning and teaching methods' to include the most appropriate University and work-based learning opportunities. However, attendance in person is an essential component of the programme, it provides the opportunity to meet, learn from and network with staff, students and visitors to the programme. The level of attendance is negotiated with the course team and will normally involve at least six visits to the University over two years.

Assessment:

Module assessments can be adapted to formats that are most suitable and useful to the individual student's work place but they must be agreed prior to the commencement of a module and demonstrate equivalence to the standard assessment. The timing of assessments cannot be altered, assessment dates are aligned with the full-time and part-time cohort dates.

Learning resources:

These will usually include a significant number of the standard module resources / reading but will also need to take into account any necessary work related resources such as access to people, projects, equipment, software, documentation etc..

Work-based students study plans are designed to be flexible and accommodate changes in the student's circumstances. The adaptation of course modules and any changes during the course are negotiated by the student with the Course Director and must be agreed prior to the commencement of modules.

PROGRAMME STRUCTURE, REQUIREMENTS, LEVELS, CREDITS AND AWARDS

This postgraduate programme can be studied either full-time, part-time or via 'work-based learning' whilst remaining in full-time design related practice. The programme comprises eight modules and teaching starts once a year in September, each year is made up of three trimesters, teaching runs for **45 weeks of the year**.

MODES OF STUDY

Full-time study

Is available to UK, European and international students.

Part-time study

Is available to UK and European students only.

Work-based learning

UK, European and international students can study via 'work-based learning', provided they are fluent in English and work in design related positions in their home countries. Study is centred on day-to-day practice, the level of attendance at the University is negotiated individually but will normally involve 15-20 days attendance and a minimum of six visits over two years.

AWARDS

There are three exit awards available, Postgraduate Certificate (PgCert, 60 credits), Postgraduate Diploma (PgDip, 120 credits) and Master's (180 credits).

SUMMARY OF STUDY MODE, DURATION AND AWARD OPTIONS

UK and European students

UK and European students can commit to the full Master's programme or start with the Postgraduate Certificate and continue on to the Postgraduate Diploma and Master's as they wish. All students must take the Research Methods module, choice of other modules is agreed with the course team prior to enrolment.

MODE (COURSE CODE)	DURATION	CREDITS	AWARD
Full-time (01C)	1 year	180	MA
Part-time (31C)	8 months	60	PgCert
Work-based learning (31M)	16 months	120	PgDip
	2 years	180	MA

International students

International students are expected to enrol for the full Master's

MODE (COURSE CODE)	DURATION	CREDITS	AWARD
Full-time (01C)	1 year	180	MA
Work-based learning (31M)	2 years	180	MA

MODULES

The programme is made up of eight modules, **all modules are 'Level 7', credits are awarded in accordance with the BCU Standard Postgraduate Assessment Regulations.**

Research Methods, 15 credits (CODE)

The first module taken by all students, this is designed to prepare students for the academic requirements of Master's level study of Design Management whilst developing research skills of direct relevance to design management practice.

Professional Development, 15 credits (CODE)

Designed to ensure students fully exploit the opportunities provided by the programme, this module involves skills, knowledge and learning style evaluation, personal goal setting and professional development planning.

Business Perspectives, 15 credits (CODE)

Is designed to provide insight into the context that businesses and organisations operate in, how they view and use design, and their relationship with designers.

Design and Innovation Strategy, 15 credits (CODE)

Examines the roles of design and innovation in achieving organisational objectives. The module brings together the languages of design and business, it considers organisational objectives, how design and innovation deliver value and return on investment is evaluated.

Leadership Project, 15 credits (CODE)

This module allows students to explore their interpersonal skills and gain insight into team working, leadership and how to get the best out of individuals working around design, skills essential to a successful career in design.

Design Practice, 15 credits (CODE)

Explores the professional practice aspects of design including business planning, entrepreneurship, design and innovation processes, project management, sustainability, intellectual property and finance.

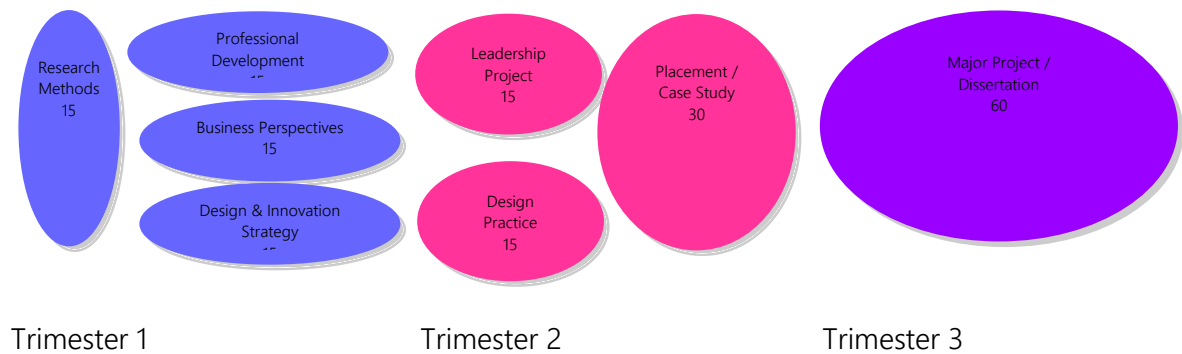
Placement / Case Study, 30 credits (CODE)

Designed to develop independent study skills based on a design related topic of the student's choice whilst exploring the relationship between secondary and primary sources. Students wishing to take a placement negotiate access with the help of the course team.

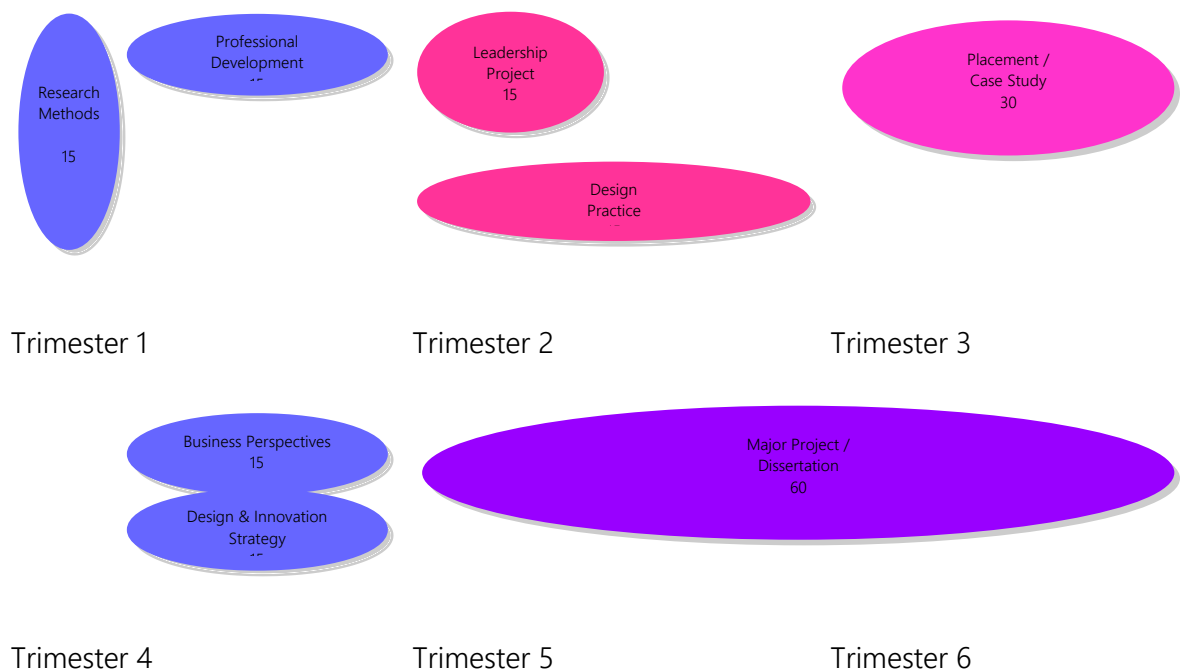
Major Project / Dissertation, 60 credits (CODE)

A major piece of original work in a student's chosen area of design specialisation. The subject is decided by the student with a view to their personal and professional goals, research is designed and implemented with the guidance of an appropriate supervisor.

Full time pattern of study



Part time / Work-based learning pattern of study



PATHWAYS

The full master's programme offers three specialist pathways in addition to the core pathway which is entitled Professional Practice. These are Entrepreneurship and Innovation, Sustainable Design Policy and Service Design. These pathways reflect the changing nature of the global design context and create opportunities for those interested in design management to specialise. The pathways operate at the MA stage of the course via the Major Project / Dissertation.

Professional Practice

Design management aims to bridge the gap between design and business, designers and non-designers. Students examine aspects of the design management process and the strategic role of design. Insight into design practice enables students to develop

their strategic skills, learning how to manage people and process, identifying the real value of design and articulating how return on investment can be quantified.

Entrepreneurship and Innovation

Entrepreneurship and innovation are at the heart of design with over half of UK design businesses employing five or less people. Students interested in setting up their own businesses explore the nature of entrepreneurship and innovation and may develop a business plan as their dissertation.

Sustainable Design Policy

Sustainability is high on the agenda for all businesses and organisations worldwide. This pathway provides the opportunity to research the relationship between design and organisational policy and explore the role of designers in achieving a sustainable future.

Service Design

The dramatic growth of the service economy means that service design is becoming increasingly important. This pathway creates the opportunity to explore the specific role that design plays within the design of services and the service sector.

SUPPORT FOR LEARNING INCLUDING PROFESSIONAL DEVELOPMENT PLANNING (PDP)

The course has a distinctive professional development focus, students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

Induction week

Is designed to allow students to meet the staff and each other, introduce the course, familiarise students with the campus, teaching spaces, physical and online resources, the week includes:

- Introduction to the staff, course modules and timetable
- Familiarisation with on-line teaching technology
- Introduction to the Library resources, English and Academic support
- Team based activities
- The culture sharing programme.

Professional Development module

The programme includes a Professional Development module designed to ensure students are clear about what they want to achieve, what skills and knowledge they have and how they are going to use the course to achieve their goals.

Library

The University libraries offer a wide range of hard copy and on-line resources and students have access to a named Liaison Librarian.

Moodle

The University's virtual learning environment provides a rich source of support for all students with a full narrative available for each module.

Video recordings

Webinar software is used to make some classes available on-line in real time, recordings of some classes are made available online for the benefit of all students.

Study Groups and Tutorials

The programme has an open and supportive atmosphere, staff are generally accessible. Students are encouraged to make good use of study groups, group tutorials and individual tutorials. Google Hangouts are held for work-based students' study groups and group tutorials.

Culture sharing

A student led social programme where individuals share their own cultures by providing 'cultural experiences' such as events, demonstrations, sharing media / artifacts, meals and significant dates.

Student Handbook

Available on-line via Moodle, the handbook contains information relating to the University, regulations, student support, the course and contact details for key staff.

Academic Success Centre

The University provides both English and academic support and BIAD's Cultural and Language Tutor holds group tutorials for the course once a week.

Student Services

Include careers service, financial advisors, medical centre, disability service, crèche, counselling service and chaplaincy.

CRITERIA FOR ADMISSION

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

The course is aimed at designers with an interest in developing their business and management skills, and non-designers with an interest in working within design.

Applicants are expected to have:

Either a first or second class honours degree in a related subject, or, equivalent qualifications / experience.

A background or proven interest in design or design management.

International applicants should note that this is a demanding course that requires a high standard of reading, writing and listening skills, full-time students are expected to have a minimum English standard of IELTS 6.5. Work-based learning students should be fluent in English with a minimum English standard of IELTS 7, they should also be working in a design related position.

All applicants should submit a statement outlining their personal goals and how they plan to use the course to achieve these.

Applicants wishing to study by work-based learning must be interviewed by the Course Director either in person or via Skype / Google Hangout.

METHODS FOR EVALUATION AND ENHANCEMENT OF QUALITY STANDARDS INCLUDING LISTENING AND RESPONDING TO VIEWS OF STUDENTS

Informal

The programme has an open and supportive atmosphere, staff are generally accessible. Students are encouraged to raise issues and provide feedback either themselves or via the Student Representatives.

Committees

Board of Studies

Examination Board

Faculty Academic Standards and Quality Enhancement Committee

Faculty Learning and Teaching and Student Experience Committee

Faculty Board

Senate

Mechanisms for review and evaluation

Individual module evaluation by students, staff and, where appropriate, stakeholders

Regular review of Moodle content and usage

Review of teaching support (texts, cases etc)

Annual review of modules by module leaders

Annual course evaluation reports and action plans

Annual monitoring process

Peer observation of teaching

Individual performance reviews

External examiners' comments and formal reports

Staff and Student Forum

Student representatives' feedback to Boards of Studies

Consideration of the minutes of Boards of Studies by Academic Standards and Quality Enhancement Committee

Approval and review and re-approval events

HEA Postgraduate Taught Experience Survey (PTES)

