Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MA Design Innovation
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Fashion, Textiles & Costume
Award Title (including separate Pathway Award Titles where offered):	MA Design Innovation
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Post Graduate Certificate in Design Innovation
Accreditation details:	
Length of programme:	1 year Full Time
Mode(s) of Study:	Full Time
Mode of Delivery:	Blended learning
Language of study:	English
QAA Subject Benchmark(s):	Business & Management / Art & Design — November 2019 / December 2019
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	MADESIFT
UCAS Code(s):	
Approval date:	1 December 2022
Date of last update:	

2. Programme Summary

Paramount to the MA Design Innovation programme is your learning to become an independent thinker and a creative problem solver who can identify, lead and extend innovation in your sector. The course aims to provide professional designers and graduates across the fashion, costume, textile and fashion communication sectors the opportunity to enhance your research knowledge and practice in parallel. This is your opportunity to develop your practical skills and understanding through your exploration into new ways of working, processes or communication methods to become a confident, creative and motivated innovator of design. Whilst working to your individual strengths, interests and future aspirations, you will initially complete rigorous investigation and experimentation

across 3 key areas: Digital Futures, Entrepreneurship and Sustainability. Theoretical and philosophical understanding of these themes will be further explored in the contextual research module to consider entrepreneurial, ethical, sustainable or economic perspectives. Ensuring you can evidence higher level design thinking and acknowledge how design innovation can be influenced by cross disciplinary and complex relationships between product, processes, culture, society and the audience or consumer. This leads into the second semester where your individual topic of research will extend one of the themes into your practical Capstone Project which aligns to your final research dissertation.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Advance learners' knowledge in design industry practices with a clear emphasis on producing professionals who can challenge current processes and drive mechanisms for positive change in the fashion and textile sector
2. Foster broad awareness of different cross-disciplinary creative practices and the complex relationships between product, consumer, audience and society

3. Deploy advanced research skills to identify opportunities for design innovation in a variety of situations and contexts

4. Provide learners with the intellectual, technical and professional skills for employability, through input from industry professionals to consider the wider global economic, cultural, sustainable and ethical challenges
5. Produce critically aware and logical thinking professionals that understand existing and emerging forms of new technologies and ways of working to acknowledge and lead innovation in the fashion and textile sectors

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Articulate knowledge and understanding of cross-disciplinary design theories, paradigms and concepts related to new ways of working, processes or product development.
K2	Deploy systematic and in-depth understanding of existing knowledge and practice within the fashion and textile sector with a focus on cultural, economic, environmental and ethical sensitivity.
K3	Synthesise collated research to develop understanding of the discipline and understand the techniques and processes necessary to accomplish industry-approved results.
K4	Articulate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and enterprise, preparation for further study, research and personal development.
K5	Demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management with a focus on business

	entrepreneurship that can initiate positive change within the fashion and textile sector.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Develop a pertinent research project in a relevant area that extends current practice within the wider global context of the discipline.
C2	Evaluate and critique arguments, assumptions, abstract concepts and data whilst developing a range of innovative solutions or design proposals taking into consideration local, international and global social, cultural, economic and ethical challenges.
C3	Analyse complex information, ideas, data or propositions with a focus on cultural, ecological, ethical, environmental and social strategies.
C4	Take responsibility through critical analysis to determine personal objectives and accept accountability as an individual designer, for creative decision making.
C5	Develop logical thinking skills to enable analysis of micro and macro influences affecting design innovation and the ability to frame an appropriate research project.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Apply a range of research methodologies to evidence develop design thinking skills to inform your practice.
P2	Demonstrate the subject-specific technical and digital skills necessary to extend your current practice within the wider global context of the discipline.
P3	Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination to that challenge or extend current systems, beliefs or ways of working within the design sector.
P4	Conceptualise, design, and critically evaluate a pertinent research project in a relevant area to extend their current practice within the wider global context of the discipline.
P5	Demonstrate subject-specific technical and digital skills to extend their current practice within the wider global context of the discipline.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Work autonomously and self-critically, reflectively evaluating your own performance and that of others through awareness of professional requirements and global perspectives relating to culture, ecology, economy and ethics that impact the sector.

T2	Integrate academic standards and professional practice to achieve outcomes with consideration of emerging, current or future regulations that will impact the fashion and textile sector from local, international and global perspectives.
T3	Evaluate and critique arguments, assumptions, abstract concepts and data whilst developing a range of innovative solutions or design proposals taking into consideration local, international and global social, cultural, economic and ethical challenges.
T4	Communicate with confidence the results of research or practice innovations to demonstrate relevant interpersonal skills within academia and a professional context.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the modules as you extend your knowledge and understanding of how design innovation can address the wider wicked problems in contemporary society to include social and ethical awareness and responsibility (K2,5 C2,3,5, P1,2,3. T3). The development of your practical and technical skills throughout the modules ensures the attributes of creativity and an innovative approach to research informed problem-solving is acquired (C4, K3, P1,2,3,4,5). The management of one's own learning is applied through established techniques of analysis, enquiry and criticality ensuring the attribute of self-development is achieved (C4,5. T1,2). The application of the learning of professional practices prepares highly employable, industry ready professionals who can take on the challenges and opportunities of a leadership role (T4,5).

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

• Degree or relevant professional experience

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

Buckinghamshire New University

5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7	**Core modules:** CAD7001 Sustainability Challenge 20 credits CAD7002 Digital Futures 20 Credits CAD7003 Entrepreneurship 20 Credits CAD7004 Research Proposal 20 Credits CAD7023 Research Practice Dissertation 40 credits CAD7005 Capstone Project 60 credits	Master's in Art
Level 7	CAD7001 Sustainability Challenge 20 credits CAD7002 Digital Futures 20 Credits CAD7003 Entrepreneurship 20 Credits	Post Graduate Certificate in Design Innovation

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The Art & Design sector benchmarks acknowledge that teaching, learning and assessment regimes adopted in the sector will embrace a wide range of approaches around a core of studio and workshop tuition, where currency will be maintained by strong links with allied professions and practitioners. The School's courses are practice based, supported by contextual studies, and are structured to prepare learners to take increasing responsibility for the content and direction of their creative work, and to become increasingly independent in their studies as the course progresses. Such self-directed and self-initiated study programmes are the primary means by which a learner's independent study skills develop and culminate with the public exhibition of a student's body of work.

The teaching, learning and assessment methodologies used within the School and detailed below, are consistent with those described in the Benchmarks. Practical studio-based projects are the principal vehicle for teaching and learning; These are either tutor-initiated, or live industry projects comprising the presentation of a creative problem, resolved through information delivered by lecture or seminar, supported by personal research and informed by studio-based activities. Learning is further developed through group critique, and through personal development supported by individual tutorial. The course operates a regime of formative and summative assessment, which allows learners to develop their work continuously with clear tutorial guidance.

The teaching strategies employed throughout the course are those judged to be the most appropriate for each module at each stage of the course. They include the following:

Studio Practice

Teaching is facilitated in practical workshops, on a one-to-one tutorial basis, or in small groups by studio staff. Tutors spend time discussing work in progress; this may include critical discussion and /or advice /practical help with relevant skills or techniques.

Lectures

This is the most formal teaching strategy used during the course. It is generally used for the delivery of a body of theoretical information to a large group of learners and is most effective when followed by a seminar or group discussion. The lecture format may also be used to introduce a module to the whole cohort. On occasion, Visiting Practitioners, Associate Lecturers and members of the Programme Team will also talk about their own working practice and give presentations about their work and the wider industry. This is important both in terms of recognising tutors as practitioners and also as a means of identifying the specific areas of expertise that a member of staff has to offer.

Seminars

This is seen as an essential teaching tool and as a defining element of the course. These can vary from large group seminars, which provide formal debate, to impromptu discussion sessions with small groups. Learners are guided toward independent learning through group research activities and student-led seminar discussions.

Group Critiques

All learners are required to participate in group critiques. These normally take place at both formative and summative assessment points. The onus is on the learner to take responsibility for presenting their work in the most appropriate manner. This is seen to be an extremely effective teaching strategy, encouraging learners to become increasingly articulate and confident in discussing their work as they enter into critical debate.

Tutorials

Group tutorials: these are used by module Tutors, when delivering information that is relevant to the whole cohort. Each learner also has a Personal Tutor, someone who follows their academic progress, but is also available to discuss other more personal problems, which may occur (and where necessary to refer them to the appropriate branch of student services, e.g., counselling). Learners may request a personal tutorial as and when necessary. The Personal Tutor may not in all instances be the same as the module tutor, as it is the intention, as far as possible, to provide the learner with a tutor whose specialist subject is relevant to the discipline. The role of the module tutor is to provide advice, guidance and feedback on the learner's work as it develops.

The following key features help foster an engaged approach to student-centred learning:

- Learners negotiating their own projects
- Seminar groups will foster interaction within and outside regular meetings
- Learners will regularly encounter different views and perspectives, which will help them to construct a wider knowledge base.

The strategies which embody these features include:

- Independent learning, involving increased learner decision-making
- Personal development, supported by tutorial seminars and seminar group discussion
- Learner identification of issues through negotiated assignments
- Improving personal reflection
- Learning by experience
- Developing individual and group skills

Blackboard

The University VLE Blackboard system will take on an increasingly important role in teaching, learning and assessment. All learners will be made familiar with the system through Blackboard sessions organised centrally for new learners to BNU.

The University Blackboard system will be used:

- As a communication tool
- As a feedback tool
- As a repository of information

Assessment Strategies

Formative Tutorials

These are tutorials that take place on a one-to-one basis with the module Tutor. Their function is to give learners written and verbal feedback on their progress. Following the tutorial, they are given a copy of their report form. In this way, problems can be identified and addressed before the final assessment of the module.

Assessments/Formative & Summative

All modules have formative and summative assessment points. Formative assessment enables learners to gauge their progress and make improvements within a module. Written feedback is usually provided with guidance on areas to develop further.

Summative assessment is that which provides feedback on the performance of the outcomes of a project or a module. The formal summative assessment evaluates the developmental progression of the individual learner within the parameters of the course. This normally will take place at the end of a project or in some cases at defined assessment points where several projects may be assessed. Learners will be given a copy of their assessment sheet, giving written feedback and a provisional guideline mark in the form of a percentage grade. This will ensure that the progress of all learners is monitored, and support can be given during each assessment point during the year.

Contact Hours

Due to the nature of the Masters programme the hours are variable across the modules to ensure learners have a range of relevant learning experience.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys

- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Master's Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
4.4 Employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing sound and ethical working practices, and professional/legal responsibilities relating to the subject	X	X	X	X			X	X	X			X	X	X	X	X	X	X	X
4.4 Articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employability and	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**
Art & Design SBS																			
enterprise, preparation for further study, research and personal development																			
4.4 Demonstrate an understanding of the role and impact of intellectual property (IP) within art and design subjects					X												X		X
4.4 Apply, consolidate and extend learning in different contexts and situations, both within and beyond the field of art and design.	X	X		X	X	X	X	X		X			X		X		X		
5.4 The opportunity to develop subject-specific knowledge, skills and understanding. In practice-based courses this includes the acquisition of technical,	x			x					x			x	x		x	x	X		x

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
digital skills and understanding.																			
5.5 Encourage the development of a range of generic skills considered essential in the successful creative practitioner. These include, not exclusively, personal innovation, risk-taking, independent enquiry, effective communication, negotiation, interpersonal, management, presentation, organisational, self-management, critical engagement, team working, social, communication and research skills.	X	X	X	X	X		X	X			X		X	X		X	X	X	X
5.7 Studio-based activity is a significant feature of art	X	X	X	X	X		X	X		X	X		X	X	X		X		X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
and design education, providing locations for both individual and group tuition. In an effective learning environment, staff and students create a community of practice as partners in the process of learning.																			
Business & Management SBS																			
3.2 Graduates should be able to demonstrate relevant knowledge and understanding of organisations, the business environment in which they operate and their management.	X	X	X		X											X	X		X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
3.4 Organisations: this encompasses the internal aspects, functions and processes of organisations, including their diverse nature, purposes, structures, size/scale, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment.	X				X		X	X	X					X		X	X	X	
3.5 The business environment: this encompasses the fast pace of change within a wide range of factors, including	X				X		X	X	X					X		X	X	X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital and technological, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability of organisations																			
3.7 Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems	X	X		X								X	X				X	X	
3.7 Communications: the comprehension and use of relevant communications for	X	X			X			X			X	X			X				X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**
Art & Design SBS																			
application in business and management, including the use of digital tools.																			
3.7 Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives	X	X	X	X	X			X	X		X								X	
3.7 Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations, including the identification of intellectual	X				X	X	X				X	X	X	X	X				X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
Art & Design SBS																			
property and appreciation of its value.																			
3.7 Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.		X			X		X	X				X	X		X	X	X		
3.7 Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations, including the identification of intellectual property and appreciation of its value.	X				X	X	X	X				X	X	X	X	X	X	X	X

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)			
Module Code (Core)	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**
Level 7																			
Sustainability Challenge	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X
Digital Futures	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X
Entrepreneurship	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X
Capstone Project	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X
Research proposal	X	X	X			X	X	X		X						X	X	X	
Research practice dissertation	X	X	X			X	X	X						X		X	X	X	X