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**Programme Specification**

**Title of Field: MSc User Experience Design**

**Date Specification Produced: May 2013**

**Date Specification Last Revised: July 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MSc User Experience Design |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Knight’s Park Campus |
| **Programme Accredited by:** | Not applicable. Exceptionally, MSc User Experience Design is accredited by BCS The Chartered Institute for IT |

**SECTION2: THE PROGRAMME**

**A. Programme Introduction**

The significant aspect of study on this course is its articulation with other taught Masters courses as part of Digital Media Kingston (DMK), a Post Graduate Micro-­Studio that offers animation, computer generated imagery and visual effects alongside iPhone/Android/W8 and PlayStation/Xbox/Next Gen platform development by means of awards in Game Development, Animation and User Experience Design.

Kingston responded to one of the key recommendations of the Livingstone-Hope review by setting up the inKUbator. This is intended to be a 'hothouse' to grow, manage and nurture digital media projects and enable students to build their portfolios, emulate industry roles and enhance their future employability prospects. In addition it is intended to help create a culture of entrepreneurship encouraging students to work towards publishing and commercialising their work. InKUbator breaks down the walls between disciplines by providing an environment for students to come together to develop work across multiple faculties. It is working with a number of companies to explore new technologies and techniques in digital media development and there are regular speakers from industry. This focus beyond just technical skills should aid with portfolio development and employability in a very competitive marketplace.

This provides an integrated learning environment whereby students develop their media specialist practice in the wider context of teamwork and other related digital media subjects, which is an important aspect of the identity and the community of interdisciplinary team production at Masters level at DMK. Each subject pathway provides an intensive period of study that is made up of both course-specific modules and shared core modules within DMKs Postgraduate Framework and programme of study (PGF).

These Masters programmes in User Experience Design are designed to help students progress and develop their independent study as part of a team, encouraging them to devise and participate in projects where they can develop their Digital Media and Game Development specialism. The overarching course philosophy, based upon an emphasis on research informed practice, methodology and design thinking, allows specialist concerns to be explored through focused study in digital media programming or design. The Masters Programme is offered in both full time and part time modes. The curriculum is backed by the research undertaken within both the School of Computing and Information Systems and The Design Schools and informed by DMKs Industrial Advisory Panel. The Postgraduate Diploma provides both a progression point towards the MSc and is also an exit point from the course. During this stage students will develop their major project idea and produce a definitive Major project proposal.

The MSc builds on the skills, knowledge and understanding acquired earlier in the Postgraduate Diploma phase and applies these in the creation of an original, digital media research project. This involves the completion of a Major Project on the basis of extensive research, rigorous investigation and a critically informed methodological practice. Students will develop a programme of investigation and analysis that supports them in the further development of their personal research project. As they work on their Digital Media Final Project they will be required to test their ideas; exploring the context of their project, identifying key issues in the work such as appropriate critical discourses, forms, materials or media through which they can effectively communicate their ideas.

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**The Field**

User Experience Design concerns the design of human interactions with computer technology and digital media, both to support users’ activities, and to achieve great user experiences. The expansion and diversification of the field reflects the spread of successive waves of computer and network technology, and the associated integration of computing, information and communication services. Today, these ‘online services’ (business to business, and business to customer) pervade all industrial sectors, and all aspects of work and play, and user experience has become established as a key element of differentiation and commercial success.

The field can be understood from two distinct, but related aspects – experience of systems and experience of content.

User experience of contentconcerns the development and authoring of media-rich user interfaces and interactive text, graphics, audio and video. To succeed, interaction with information must achieve the ‘softer’ qualities of experience, such as positive emotional reactions, and user engagement, and support for communication practices. These concerns are key in the ‘lifestyle’, ‘communications’ and ‘media’ sectors - for games, marketing, broadcasting/publishing, digital communities and multi-channel consumer services, and often the responsibility of an Interaction Designer (a creative ‘auteur’). The key to success is ‘design thinking’ – a style of problem-solving that combines empathy for context, with creativity and rationality to take innovation to a higher level innovation.

User Experience of systems concerns the design and implementation of data-intensive user interfaces. To succeed, interaction between human and computer must be effective, and efficient , and this is often achieved by correctly articulating the user’s work at the user interface, and optimisation of the details of the design. These concerns are key for information-seeking and e-commerce, data visualisation, business processes, and operations management, and often the responsibility of a Ux/information architect, systems analyst, and usability engineer. The key to success is an explicit, structured ‘engineering’ approach to problem-solving that guarantees performance under certain conditions.

Online services involve both experience of systems and experience of content to a greater or lesser extents. Consequently, user experience design is increasingly the responsibility of a team of related specialists, not a single individual. The user experience specialists in such a team all need to understand user research, interaction design, prototyping and evaluation to some extent. Their educational background and track record anchors their unique contribution to collaborative projects.

The programme also helps develop employment-ready students through an integrated industrial experience in the form of a work placement on the two year version of the programme.

This integrated placement provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting, which enables them to develop their self-confidence. Students undertaking such placement activities are in a stronger position to gain the skills and experience that employers desire today.

**B. Aims of the Field/Course**

*The Aims of the Course are to:*

* Equip students with the capability to exploit user experience design methods, tools and skills which will enable them to create digital media user interfaces for organisations in the 21st century.
* Enhance a student’s job performance and enable him/her to contribute effectively to the knowledge base of the employer.
* Give students the means to explore in detail the technical theory, methods and reflective practice of user experience design.
* Give students on the 2 year version an opportunity to develop further skills, preparing them for higher levels of employment

*In addition the PG Certificate will enable the student to:*

* Maintain productive links with industry which provide sufficient background for an industrial/commercial dimension to the course.
* Undertake continuing professional development and updating for established IT professionals.
* Implant an enquiring, analytical and creative approach to both personal and professional activities that leads to the critical and responsible use of informed and independent judgement.

*In addition the PG Diploma will enable the students to:*

* Undertake a more effective role in design and development digital media user interfaces.
* Gain a solid foundation in this specialist area, building on knowledge and skills gained from students individual backgrounds.
* Have an in-depth understanding of the new user interface modalities, media and architectures appropriate to the design of great user experiences across multi-channels and touchpoints throughout the user journey.

* Have an opportunity to study a subject area which is relevant to the field but also satisfies the individual's background and experience.

*In addition the masters will enable the students to:*

* Have the ability to apply specialised knowledge and skills to the analysis and solution of novel design problems in commerce and industry.

**C. Intended Learning Outcomes**

The field/course provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

**Proposal: 1.** Develop and create research proposals to a professional standard and speculate on new and effective approaches to design.

**Theory: 2.** Critically apply theoretical knowledge of design and evaluate contemporary discourse on the subject.

**Research:** **3.** Demonstrate the application of design research methods in formulating concepts and ideas.

**Application: 4.** Originate design propositions through the application of

appropriate design ideologies, research principles, methods, materials and technology, forms, means, actions or interventions.

**Reflection: 5**. Engage in the critical reflection of own work and in peer review, employing skills of evaluation, contextualization and communication.

**Presentation: 6.** Disseminate the research process and outcomes of the Major project with appropriate currency and consideration of audience.

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| **Programme Learning Outcomes** | | | | |
| **Knowledge and Understanding**  **On completion of the course, students will be able to:** |  | **Intellectual skills**  **On completion of the course, students will be able to:** |  | **Subject Practical skills**  **On completion of the course, students will be able to:** |
| Know the design process and problem solving in both disciplinary and interdisciplinary contexts | B1 | Demonstrate an ability to engage and undertake sustained, research, critical analysis and evaluation | C1 | Utilise appropriate visual material from a variety of primary and secondary research sources |
| Have the capacity to critically appraise both traditional and current approaches to User Experience Design and the understanding of the relationship between theory and practice. | B2 | Recognise relevant and appropriate theoretical and practical ideas and integrate these within the design process | C2 | Use a broad range of materials, processes and presentation techniques appropriate to context, projects and audience successfully |
| Have a self-critical and reflective approach to their own work | B3 | Demonstrate an ability to apply advanced critical knowledge of the contemporary contexts of design in evaluating own and others work | C3 | Effectively communicate ideas through the appropriate level of visual, written and oral presentation skills |
| Demonstrate a knowledge of the practices and ideas: methods, materials, processes and technologies appropriate to user experience design | B4 | Demonstrate individual creativity, vision, personal expression and intellectual ability in their chosen professional specialism | C4 | Show awareness of issues of selection, accuracy and uncertainty in the collection and analysis of data. |
| Apply knowledge in a professional context, including understanding of their professional development and the structure of the placement organisation.  **(MSc with Professional Placement only)** | B5 | Reflect critically on the experience during the professional placement, including research and information literacy, numeracy, management and leadership skills.  **(MSc with Professional Placement only)** | C5 | Relate academic theory to practice, develop and practice key personal and employability skills and ability to show examples of the application of these skills including problem solving initiatives.  **(MSc with Professional Placement only)** |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

**D. Entry Requirements**

Applicants are normally required to have a good BSc (Hons) degree, BA (Hons) degree or equivalent qualification in information technology, behavioural science, art and design, or a relevant application domain. Common satisfactory undergraduate degree titles include: computer science, software engineering, multimedia technology, cognitive science, ethnography, sociology, psychology, business, ergonomics, medicine, graphic design, moving image, communication design, illustration, 3D design, advertising, photography, architecture, and drama.

All of the above types of applicant will benefit from the advanced and specialised nature of the technical, behavioural and design knowledge covered on this inter-disciplinary course, designed to build on the knowledge they already possess.

Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered. Prior experience with digital media and user-centered services is particularly relevant.

Overseas students are required to satisfy the Admissions Officer that they have reached an equivalent academic standard as those required for home students.

Language Requirements

IELTS – minimum 6.5 overall, including a minimum of 6.0 in writing, and a minimum of 5.5 in reading, listening and speaking

TOEFL IBT with overall score of 88, inc min score of 20/30 Writing, 20/30 Reading, 17/30 Listening and 20/30 Speaking

Prior learning - AP(E)L:Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the assessment of prior learning and prior experiential learning.

CRB clearance is not required.

**E. Field/Course Structure**

This course is part of the University’s Postgraduate Regulations (PR). Courses in the PR are made up of modules that are designated at level 7. Single taught modules in the courses are valued at 30 credits and the course contains a project that has 60 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Masters Degree 180 credits.

The optional Professional Placement during additional year will give 120 credits.

The course offers the PG Certificate as an exit award only and is based on the student passing any coherent subset of the taught modules.

The awards available are detailed in section A and the requirements are outlined below. All students will be provided with the PR regulations in the student handbook.

The Courses are offered as 1 year full-time, and normally 2-3 years part-time. The course design fully considers all student groups. Delivery of modules is either by two 1-week blocks separated by several weeks, or full-day sessions spread over a teaching block. Overseas students are also able to complete their degree within VISA limitations.

Full-time students will complete the programme of study and assessment in 52 weeks. The normal study pattern for part-time students is that they should complete 4 modules over a two to three year period and complete their project within the same period. Because of the structure of the course, part-time students may be able to commence the course at different times during the academic year after discussion with the Course Leader of relevant issues, including the need for specific preparatory study.

Normally, each module will include approximately 60 hours contact time, followed by directed learning resulting in a total of 300 hours of student effort. The project is the equivalent of two modules and requires 600 hours of student effort.

A January intake is accommodated by ensuring that two, technical core modules are delivered in the Spring semester. This ensures that all students, including January starters can complete the individual project in the summer without disadvantage.

To address advanced ethics and professional issues, these issues are addressed within the context of technical core modules taken before the project is conducted, specifically, within Media Specialist Practice, and the Individual Project.

To prevent assessment bunching and over assessment, there is a planning meeting at the beginning of teaching blocks 1 and 2.

**E1. Professional and Statutory Regulatory Bodies**

BCS, the Chartered Institute for IT

**E2. Work-based learning, including sandwich programmes**

Optional Professional Placement for 1 year (10 – 12 months) – it is expected to be conducted between the classes and the individual dissertation project. For students starting in September, the placement will run from the end of Teaching Block 2 (in the first year of the course) and finish at the end of Teaching Block 2 (in the second year of the course) i.e. after the taught modules and before the Final Project. For students starting in January, the placement will run from the end of Teaching Block 1 and the hand-in of the Final Project (at the end of the first year of the course) and finish at the same point at the end of the second year of the course.

The industrial placements team, aided by the Employability Co-ordinator, helps to prepare the students for interview and work, for example, with mock interview sessions, CV workshops, and industry speakers on employers needs.

Industry-hosted major projects are actively encouraged. It is the responsibility of individual students to source and secure such arrangements them more experience and employability skills after their Masters degree. DMK has an active Industry Panel, including SCEE, Samsung Design & Dreamworks who support the programme through course design, live projects, mentoring, placements and internships. Indeed many students have taken paid internships as their final project as their skills are very much in demand in the marketplace and it is also possible to take placements abroad by agreement with Staff.

Kingston responded to one of the key recommendations of the Livingstone-Hope review by setting up the inKUbator. This is intended to be a 'hothouse' to grow, manage and nurture game and other digital media projects and enable students to build their portfolios, emulate industry roles and enhance their future employability prospects. It also provides opportunities for co-curricular activities with masters and undergraduate students working together on projects. In addition it is intended to help create a culture of entrepreneurship encouraging students to work towards publishing and commercialising their games. inKUbator breaks down the walls between disciplines by providing an environment for students to come together to develop projects making use of their respective expertise. It is working with a number of games companies to explore new technologies and techniques in games development and there are regular speakers from the games industry. This focus beyond just technical skills should aid with portfolio development and employability in the very competitive marketplace.

The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice.

While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements

**E3. Outline Programme Structure**

The programming is made up of four modules each worth 30 credit points plus a individual project worth 60 credits. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students starting the course in September will work on the placement for between 10 – 12 months, starting from June, before their dissertation. Those students must confirm their placement before 15 May. Students on courses with January intake will work on the placement for between 10 – 12 months, starting from February, after completing their dissertation. Students on this intake must confirm their placement before 20 December. In either case, the suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real world situation

Full details of each module will be provided in module descriptors and student module guides.

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| **User Experience Design**  **Level 7** | | | | | | | | |
| **Module Names** | **Module code** | **Credit**  **Value** | **Level** | **Written exam** | **Practical exam** | **Course-work** | **Teaching Block** | **Pre-requisites** |
| **Core to Field** |  |  |  |  |  |  |  |  |
| Digital Studio Practice | CI7810 | 30 | 7 | N/A | N/A | 100% | TB 1 | None |
| User Experience Design (Systems) | CI7700 | 30 | 7 | N/A | N/A | 100% | TB 1 | None |
| Media Specialist Practice | CI7820 | 30 | 7 | N/A | N/A | 100% | TB 2 | None |
| User Experience Design (Content) | CI7830 | 30 | 7 | N/A | N/A | 100% | TB 2 | None |
| **\*** Professional Placement  (Sept start) | CI 7900 | 120 | 7 | N/A | N/A | N/A | Between 2 & 3 | None |
| **\*** Professional Placement (Jan start) | CI 7900 | 120 | 7 | N/A | N/A | N/A | After TB 3 | None |
| **For Masters** |  |  |  |  |  |  |  |  |
| Digital Media Final Project | CI7800 | 60 | 7 | N/A | N/A | 100% | TB 3 | None |

\* Optional module – for Professional Placement option only

Level 7 requires the completion of the four 30 credit modules and the project dissertation. The complete list of option modules available will be determined annually and is subject to resourcing.

**F. Principles of Teaching Learning and Assessment**

The Design School, FADA and the School of Computing and Information Systems, SEC promote and sustain a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design, computing and information systems subjects, disciplines and the digital media industry. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio based practical digital media projects. Although the nature of the digital media project is that of a holistic design experience the aims of the modules are distinct in the practical project undertaken by the student and as such are assessed individually and collectively in relation to the modules aims.

Students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and digital design practices. This is achieved through the teaching philosophy in the Schools, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

The approach to Teaching, Learning and Assessment is informed by Kingston University’s strategic plan: *Led by Learning*. In particular this provides an emphasis on key aspects of our approach:

* The encouragement and support of high quality teaching informed by research and best practice.
* An environment that will create, test, share and spread knowledge for its own sake.
* Those delivering teaching will be engaged in the development of their discipline.
* The course team will enable students to have the choices and the skills needed for fulfilling professional employment.

A combination of staff and student-lead learning principles have been used in the design of the curriculum and the overarching approach to learning and teaching related to both disciplinary and interdisciplinary knowledge – described by KU as the relationship between *producing* and *pursuing* and *producing* and *authoring*. These principles relate to the exploration of the discipline in response to questions, problems, scenarios and lines of inquiry formulated by tutors and the progressive development of individual approaches based on the formulation of questions by the student. As the course progresses, this can also be expressed as the development from:

*How can I answer* ***this*** *question?* to *How can I answer* ***my*** *question?*

The identity and structure of the course and the Design School PG framework are built upon the understanding that high quality and transformative learning occurs when students are:

* Engaged in authentic, challenging, enquiry-based activities.
* Working collaboratively with peers in a community of shared disciplinary and interdisciplinary practice.
* Able to reflect on and theorise their learning.

This has informed the development of shared learning outcomes across the courses within the PG framework and the focus of these outcomes on the practice of research and its relationship to purposeful making and enquiry in design.

The teaching and learning of practical design projects incorporates:

• Analysis of the project brief, research and insight gathering in to the ‘theme’

or objective and subsequent problem finding for problem solving.

• Analysis of context.

• Tools and strategies for design thinking and the design process.

• The promotion of workshop practices and creative material usage and manipulation.

• Teaching communication and presentation tools and techniques.

• Teaching digital tools for design and realisation

• Tutorials, lectures, seminars and workshops

• Developing students ability to confidently communicate orally

• Project reviews and critiques to promote peer project discussion and debate.

• Encouraging within students self-reflection and self-criticism in relation to a sustainable design practice.

The continual and iterative nature of the design process requires a continual process of formative assessment and feedback through the use of studio tutorials, reviews and group critiques. Summative assessment at the end of the module and formal feedback is provided following review of the submitted/presented project work. Summative assessment at the end of the course is based on the final project module.

The Course is designed to give students a balance of theoretical and practical experience.

Formal lectures are used in order to give the students a good background understanding in the area and to develop the theoretical aspects. These are then often reinforced by practical sessions and/or industry specialists who contribute throughout the course in order to give informative insight into industry developments.

The practical workshops, open forums, newswires (e.g. CBDiForum, earthweb, ebiz) and group presentations are introduced into the modules to provide students with a detailed understanding of the approaches taken in industry.

The course gives students the specialised knowledge, tools and techniques and explores with them methods for extracting and synthesising information. However, in order for the students to gain from the course they must draw on the taught material and the experience gained from the practicals and case studies embedded within most modules.

The student is then required to further explore and exploit the information given in the modules through guided self study which will require them to research and define the outcomes accurately and produce detailed solutions and innovative work. This work is designed to enable the students to build up their competencies in research and in writing reports and will enable them to further develop this expertise in order for them to produce their project dissertation.

It is recognised that team working is a very important aspect in industry and this is reflected during the modules. The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work.

The course team are aware of the need for effective communication, both written and verbal, and the course prides itself on preparing the students for their longer term career plans and CPD. Apart from the project itself, each student has to give verbal presentations during the modules, normally to the student’s peer group and module leader. Students are also helped with verbal communication skills through discussion groups. Most modules are assessed by written assignments that are designed to improve students’ research and evaluation skills.

Students will be given close guidance to select a project that is relevant to their background and specialisation. During the project, the student will be expected to apply the knowledge that he/she has learnt during the course in order to achieve a deliverable whilst satisfying any given constraints. Key skills in communication, presentation, literature search, problem analysis, project planning, report writing and solution justification are all part of the learning outcomes defined in this course.

**Contact Time**

The programme consists of modules in which the learning outcomes are achieved through a combination of scheduled tutor lead activities and practice. Scheduled contact time with students given within each module guide consists of lectures, tutorials, and practical sessions. Contact with staff often takes place in the context of giving feedback on assessed work but will not necessarily be scheduled. In addition to these there are daily drop-in sessions at the School’s Academic Skills Centre where support is provided on a one-to-one basis.

Typically contact time with students consists of:

Formal lectures:

* + Face-to-face
  + Video or audio lectures, upload or web-cast
  + Computer workshops/laboratories:
  + Individual projects
  + Group projects

Seminars

Problem solving classes

Independent and guided learning from e-resources, texts and work books

Research projects

Simulations

Visits, from or to, outside organizations

Assessment

e-learning: Online forums; Twitter and other forms of social media; Blended learning; Video/Audio materials

**Canvas**

Canvas, the university’s learning management system, is used extensively in all modules as a means of dissemination of lecture notes, worksheets, assignments, reference materials, links, videos and lecturer annotated slides. In this way it acts as a repository for learning materials to be used by the students for independent study and in addition in some modules, for formative and summative tests and surveys.

**Assessment and Feedback**

Assessment is regarded as an integral part of our learning and teaching strategy, with ample opportunities given to students for formative assessment with rapid feedback that is an important aid to students’ learning and subsequent summative assessment.

A wide range of other assessment mechanisms, outlined in section C above, are used to ensure that students with different backgrounds and different strengths are not disadvantaged and to ensure that our students are capable of tackling many different types of problems. The methods of assessment have been selected so as to be most appropriate for the nature of the subject material, teaching style and learning outcomes in each module and the balance between the various assessment methods for each module reflects the specified learning outcomes.

At the end of the course every student undertakes a project dissertation which is a significant activity that draws on and enhances the skills and knowledge developed throughout the programme. As such the assessment places greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in portfolio of written reports and an interview.

Formative assessment strategies and feedback opportunities include short or quick quizzes consisting of multiple choice or short answer questions and mock exams designed to reinforce concept learning and build subject confidence and may be delivered online as part of computer-aided assessment.

Other feedback opportunities are afforded during preparation for summative assessment for example, reviewing draft assignments by peers and/or tutor.

1. In the programme as a whole, the following components are used in the assessment of the various modules:

- **Multiple choice or short answer questions**: to assess competence in basic techniques and understanding of concepts

- **Long answered structured questions** in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component

- **Long answer structured questions** in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time

- **Practical exercises**: to assess students’ understanding and technical competence

- **Group-based case studies**: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:

- **Written report**, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.

- **Oral presentation**, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.

- **Poster presentation** where information and results must be succinct and eye-catching.

The assessment during the Professional Placement year will include: Reflective piece fo work; Professional development portfolio (PDP) and Employer’s appraisal. The performance and the attendance will be regularly monitored through the placement year. The marking of the Professional Placement will be ‘pass’ or ‘fail’.

Key skills developed throughout the course form an integral part of an assessment.

Students are supported in this by their module leaders as well as their course leader and personal tutor, who will help them to draw together the themes of the curriculum and ensure participation in formative feedback and that feed-forward opportunities are realised. The project dissertation provides an obvious opportunity for students to integrate all the knowledge and skills acquired throughout the course.

**Research Informed Teaching**

The School has internationally recognised research groups that feed into and support student learning through its teaching programme.

The **User Experience Research Group, CIS, SEC** is responding to, and creating, the challenges and opportunities posed by the evolution of the Internet, and the applications and services it unites. It is studying the actual use of web systems in context, using its own research vehicle website, traffic analysis tools, and remote usability testing. It is also exploring new techniques for analysing user requirements of multi-channel, multi-site, multi-phase interaction (User Journeys). Case study evaluation reports and methodologies now feature in the Experience Design (Systems) module, along with emerging design frameworks (credibility and persuasion). The **Design School**, **FADA** are developing methods for the design and evaluation of Branded Experiences, and applying these methods through KTP projects.

Students are able to develop their research skills which form a fundamental part of the curriculum. These skills enable students to distinguish and present appropriate evidentiary information in an argument. These skills are greatly valued by employers. Moreover, staff also engage with research into teaching and learning in Higher Education which feeds through to support learning in lectures and other forms of student engagement during contact time.

**G. Support for Students and their Learning**

There is a range of support available within the School, which includes but is not limited to:

Faculty-wide Student Support team

SEC Study Skills (**S3**)

Drop-in Specialist Sessions (Maths, Maya, eyetracker)

SEC Study Skills (**S3**) is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, and mathematical skills.

The Student Support Team help students with any problem which has an effect on their studies. This can range from illness, problems writing an assignment, questions about academic regulations to serious confidential issues.

The students are introduced to all these mechanisms during induction sessions at the beginning of each new academic year. It is here that the students first encounter the university’s computer network, which includes their personal access to Canvas and how to use it as a learning environment. They are also encouraged to make use of the substantial Study Skills Centre, an important resource that provides additional help across a range of academic skills.

Students are expected to be involved in the development of their programme. On an individual level through meetings with their course leader and personal tutor at which they can discuss their academic progress, personal development and can seek advice on course and module choices in the light of their career aspirations. As a cohort, students can contribute to many aspects of programme evolution, for example by student representation on committees including Staff Student Consultative Committees as well as by their formal and informal feedback such as the early module reviews and module evaluation questionnaires.

In addition students are supported by:

**The Studio Structure** All courses within the Design School place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course occupying its own dedicated space. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning.  A strategic programme of lectures, seminars and workshops supports the studio learning experience.

**Workshop Structure** The diverse range of Faculty workshop spaces provide an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities.

**Staff Structure**The staff support structure maps to the studio system. Course leaders co-ordinate the course and studio space. They are operational figureheads who work together with staff teams and HPLs (incorporating module leaders) to deliver the appropriate learning and teaching experience. Staff mediate this experience across each stage of the course, moving from an explicit to implicit role in students’ development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide workshop space learning support in conjunction with the academic staff teams.

**The Personal Tutor Scheme**

A Personal Tutoring Scheme is established across the Faculty to help MSc students realise their potential and to advise on the matters such as career development and employability. A personal tutor is assigned to each MSc student and is a member of the teaching team on their course. The first contact between student and the Personal Tutor is during Induction Week for an introductory meeting and thereafter a scheduled set of meetings is set up to ensure the continuity of the student progress and the appropriate personal development throughout the course. The minimum of three meetings per academic year is a norm.

**Level 7 : Getting the most out of the Masters**

* To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive peer review
* To encourage students to become part of a wider disciplinary and/or professional community
* To help students to prepare for the dynamics of supervision

**H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Periodic review undertaken at the subject level
* Periodic review for professional accreditation by the BCS: The Chartered Institute for IT
* Boards of study with student representation
* Annual review and development
* Student evaluation
* Moderation policies

**I. Employability Statement**

All courses in Digital Media Kingston address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

This ethos of professionalism is planned and delivered through the course curriculum at all levels so that students are effectively equipped for the world of work on their graduation from the course.

The course and School have strong and well-established links to the design industry both nationally and internationally. This is significant for the course as a high percentage of students are from and, post graduation, return to a wide range of international locations. Modules within the course structure are intended to address the changing nature of the discipline of user experience design and the emerging global workplace. Where relevant and practical the course works in collaboration with organisations and business. Competitions are offered within the delivery of the course as activities intended to provide opportunities for those students who wish to allow an additional focus to their portfolio. The course also organises a regular programme of professional lectures and studio visits. An additional aspect to these activities has been in the development of collaborative projects with overseas universities – the focus to this work has been the exploration of the use of new technologies to create professional networks and new opportunities for designers.

Graduates of the existing User Experience Design course , and previous User Interaction Design course have joined global and major UK companies based in London (EBay, Richmond; BSkyB, Brentford; Reed Publishing, Sutton; IBM (Tivoli networking product), South Bank; Thomas Cook, Fleet St.), Ux agencies, such as Wilson Fletcher, Aqua, one2one, thoughtworks, amberlight, foviance, and smaller companies such as Keebo, PayDayBank, and MHH International. Others have established Ux agencies in emerging markets, including Israel, India and Mexico.

**BCS the Professional Chartered Institute for IT**

As an accredited BCS degree course, students on MSc User Experience Design, are eligible to join as student members thereby providing them with another route in which to monitor current industry standards and needs. They are eligible for full membership on the successful completion of their degree and they can continue within the BCS to Chartered Information Technology Professional (CITP) status, providing proof of experience in a competitive job market. It partially meets the accreditation requirements for CEng.

**Curriculum, Employability and Practical Skills**

Employability is signposted in the curriculum where the emphasis is on applying knowledge, developing practical skills and applying them in mini-projects representing typical workplace issues. Aspects of employability and professional, legal, ethical etc are covered in the Specialist Induction and Media Specialist Practice module. The DM final project enables the student to showcase their ability to manage and develop their work.

Curriculum developments are discussed by the School’s Industrial Advisory Panel. The School has strong links with both industry and the professional body, the BCS the Chartered Institute for IT. It hosts a local BCS chapter and several members of the School are involved with the Institute at corporate level.

**J. Approved Variants from the PR**

**None**

**K. Other sources of information that you may wish to consult**

QAA Benchmark statement website: <http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-masters-degree-computing.pdf?sfvrsn=c490f681_16>

Professional or statutory body information: <http://www.bcs.org/>

Module guides

Guidance on Enterprise and Entrepreneurship

<http://www.qaa.ac.uk/docs/qaa/about-us/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=20e2f581_10>

Student handbook

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

|  |  |  | **Level 7** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | **CI7810** | **CI7820** | **CI7700** | **CI7830** | **CI7800** | **Ci7900** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S/F | S/F | S/F | S/F | S/F | F |
| A2 | S/F | S/F | S/F | S/F | S/F | F |
| A3 | S/F | S/F | S/F | S/F | S/F | F |
| A4 | S/F | S/F | S/F | S/F | S/F | F |
| A5 |  |  |  |  | S/F | F |
| **Intellectual Skills** | B1 | S/F | S/F | S/F | S/F | S/F | F |
| B2 | S/F | S/F | S/F | S/F | S/F | F |
| B3 | S/F | S/F | S/F | S/F | S/F | F |
| B4 | S/F | S/F | S/F | S/F | S/F | F |
| B5 |  |  |  |  | S/F | F |
| **Subject Practical Skills** | C1 | S/F | S/F | S/F | S/F | S/F | F |
| C2 | S/F | S/F | S/F | S/F | S/F | F |
| C3 | S/F | S/F | S/F | S/F | S/F | F |
| C4 | S/F | S/F | S/F | S/F | S/F | F |
| C5 |  |  |  |  | S/F | F |
| **Self Awareness Skills** | AK1 | S/F | S/F | S/F | S/F | S/F | F |
| AK2 | S/F | S/F | S/F | S/F | S/F | F |
| AK3 | S/F | S/F | S/F | S/F | S/F | F |
| AK4 | S/F | S/F | S/F | S | S | F |
| **Communication Skills** | BK1 | S/F | S/F | S/F | S/F | S/F | F |
| BK2 | F | F | S/F | S/F | S/F | F |
| BK3 | F | F | F | F | F | F |
| **Interpersonal Skills** | CK1 | S/F | S/F | F | F | F | F |
| CK2 | S/F | S/F | F | F | S/F | F |
| CK3 | S/F | S/F | F | F | F | F |
| **Programme Learning Outcomes** |  | CK4 | F | F | F | F | F | F |
| CK5 | F | F | F | S/F | S/F | F |
| **Research and information Literacy Skills** | DK1 | S/F | S/F | S/F | S/F | S/F | F |
| DK2 | S/F | S/F | S/F | S/F | S/F | F |
| DK3 | F | F | F | S/F | S/F | F |
| DK4 | S/F | S/F | S/F | S/F | S/F | F |
| DK5 | S/F | S/F | S/F | S/F | S/F | F |
| **Numeracy Skills** | EK1 | F | F | F | F | S/F | F |
| EK2 | S/F | S/F | S/F | S/F | S/F | F |
| EK3 | S/F | S/F | S/F | S/F | S/F | F |
| EK4 | S/F | S/F | S/F | S/F | S/F | F |
| **Management & Leadership Skills** | FK1 | S/F | S/F | S/F | S/F | S/F | F |
| FK2 | S/F | S/F | S/F | S/F | S/F | F |
| FK3 | S/F | S/F | S/F | S/F | S/F | F |
| FK4 |  | F |  | F |  | F |
| **Creativity and Problem Solving Skills** | GK1 | S/F | S/F | S/F | S/F | S/F | F |
| GK2 | S/F | S/F | S/F | S/F | S/F | F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

***\* indicates Design School PG Core Module***

**Course Diagram: MSc User Experience Design**

**FULL-TIME**

**Teaching Block 1 Teaching Block 2 Teaching Block 3**

**Digital Studio Practice**

CI7810 30

**Digital Media Final Project**

Ci7800 60

**Media Specialist Practice**

CI7820 30

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**PART-TIME – YEAR 1**

**Teaching Block 1 Teaching Block 2 Teaching Block 3**

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**PART-TIME – YEAR 2**

**Teaching Block 4 Teaching Block 5 Teaching Block 6**

**Digital Media Final Project**

CI7800 60

**Digital Studio Practice**

CI7810 30

**Media Specialist Practice**

CI7820 30

**WITH PROFESSIONAL PLACEMENT (Sept Start)**

**Teaching Block 1 Teaching Block 2 Placement Teaching Block 3**

**Professional**

**Placement**

CI7900 30

**Digital Studio Practice**

CI7810 30

**Media Specialist Practice**

CI7820 30

**Yr1**

**User Experience Design (Systems)**

CI7700 30

**User Experience Design (Content)**

CI7830 30

**Digital Media Final Project**

Ci7800 60

**Yr2**

**WITH PROFESSIONAL PLACEMENT (Jan Start)**

**Teaching Block 2 Teaching Block 3 Teaching Block 1 Placement**

**Digital Media Final**

**Project**

Ci7800 60

**Media Specialist Practice**

CI7820 30

**Professional**

**Placement**

CI7900 30

**Digital Studio Practice**

CI7810 30

**Yr1**

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**Yr2**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MSc |
| **Intermediate Award(s):** | PgCert and PgDip |
| **Minimum period of registration:** | FT = 1 year PT = 2 years |
| **Maximum period of registration:** | FT = 2 years PT = 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | None at PG level, but aware of the UG Benchmarks in Art & Design |
| **Modes of Delivery:** | Full-Time, Part-Time |
| **Language of Delivery:** | English |
| **Faculty:** | SEC (managing), FADA |
| **School:** | Computing and Information Systems (SEC) |
| **JACS code:** | G690/W290 |
| **UCAS Code:** | N/A |
| **Course Code:** |  |
| **Route Code:** |  |

**Course Diagram: MSc User Experience Design**

**FULL-TIME**

**Teaching Block 1 Teaching Block 2 Teaching Block 3**

**Digital Studio Practice**

CI7810 30

**Digital Media Final Project**

Ci7800 60

**Media Specialist Practice**

CI7820 30

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**PART-TIME – YEAR 1**

**Teaching Block 1 Teaching Block 2 Teaching Block 3**

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**PART-TIME – YEAR 2**

**Teaching Block 4 Teaching Block 5 Teaching Block 6**

**Digital Media Final Project**

CI7800 60

**Digital Studio Practice**

CI7810 30

**Media Specialist Practice**

CI7820 30

**WITH PROFESSIONAL PLACEMENT (Sept Start)**

**Teaching Block 1 Teaching Block 2 Placement Teaching Block 3**

**Professional**

**Placement**

CI7900 30

**Digital Studio Practice**

CI7810 30

**Media Specialist Practice**

CI7820 30

**Yr1**

**User Experience Design (Systems)**

CI7700 30

**User Experience Design (Content)**

CI7830 30

**Digital Media Final Project**

Ci7800 60

**Yr2**

**WITH PROFESSIONAL PLACEMENT (Jan Start)**

**Teaching Block 2 Teaching Block 3 Teaching Block 1 Placement**

**Digital Media Final**

**Project**

Ci7800 60

**Media Specialist Practice**

CI7820 30

**Professional**

**Placement**

CI7900 30

**Digital Studio Practice**

CI7810 30

**Yr1**

**User Experience Design (Content)**

CI7830 30

**User Experience Design (Systems)**

CI7700 30

**Yr2**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MSc |
| **Intermediate Award(s):** | PgCert and PgDip |
| **Minimum period of registration:** | FT = 1 year PT = 2 years |
| **Maximum period of registration:** | FT = 2 years PT = 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | None at PG level, but aware of the UG Benchmarks in Art & Design |
| **Modes of Delivery:** | Full-Time, Part-Time |
| **Language of Delivery:** | English |
| **Faculty:** | SEC (managing), FADA |
| **School:** | Computing and Information Systems (SEC) |
| **JACS code:** | G690/W290 |
| **UCAS Code:** | N/A |
| **Course Code:** |  |
| **Route Code:** |  |

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| **Appendix** |  |
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| --- | --- | --- | --- | --- | --- | --- |
| **TYPE 1 - HEI APPLICATION FOR BCS ACCREDITATION** |  |  |  |  |  |  |
| **Section B.2.4 - Table Mapping Core Modules to the Accreditation Criteria** | | |  |  |  |  |
|  |  |  |  |  |  |  |
| **SET 6 - Specialist Masters Programmes** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **HEI: Kingston University** |  |  |  |  |  |  |
| **MSc User Experience Design** |  |  |  |  |  |  |
| **Core Modules/ Accreditation Criteria** (full wording for each criterion is availble in Appendix IV of the Accreditation Guidelines) | CI7810 Digital Studio Practice | CI7820 Media Specialist Practice | CI7700 User Experience Design (Systems) | CI7830 User Experience Design (Content) | CI7800 Digital Media Final Project | CI7900 Professional Placement |
| **Core requirements for accreditation** |  |  |  |  |  |  |
| 7.1.1 Critical review of literature | x | x | x | x | x |  |
| 7.1.2 Development of the self-directed learner | x | x | x | x | x | X |
| 7.1.3 Respond to opportunities for innovation | x | x | x | x | x | X |
| 7.1.4 Participate in the peer review process | x |  | x |  | x | X |
| 7.1.5 Undertake risk management | x | x | x | x | x | X |
| 7.1.6 Use appropriate processes | x | x | x | x | x | X |
| 7.1.7 Investigate and define a problem | x | x | x | x | x | X |
| 7.1.8 Apply principles of supporting disciplines | x |  | x | x | x | X |
|  |  |  |  |  |  |  |
| **Masters level requirements for CITP Further Learning** |  |  |  |  |  |  |
| 8.1.1 Systematic understanding of knowledge of the domain with depth in particular areas | x | x | x | x |  |  |
| 8.1.2 Comprehensive understanding of essential principles and practices | x | x | x | x |  |  |
| 8.1.3 Understand and participate in the professional, legal and ethical framework | x | x | x | x | x |  |
| 8.2.1 Produce work informed by research at the forefront | x |  | x | x | x |  |
| 8.2.2 Tackling a significant technical problem |  | x |  | x | x |  |
|  |  |  |  |  |  |  |
| **Additional requirements for CEng** |  |  |  |  |  |  |
| 9.1.1 Systematic understanding of knowledge at the forefront in development and implementation of systems | x | x | x | x |  |  |
| 9.1.2 Comprehensive understanding of the state of the art techniques | x | x | x | x | x |  |
| 9.1.3 Understand and participate in the professional, legal and ethical framework in systems, software or information engineering |  | x | x | x | x |  |
| 9.2.1 Develop and apply new technologies | x |  | x |  | x |  |
| 9.2.2 Show originality and innovation | x | x | x | x | x |  |
| 9.2.3 Evaluation of commercial risk |  | x |  | x | x |  |
|  |  |  |  |  |  |  |