Programme Specification

Awarding Body	University of the Arts London (UAL)
Professional, Statutory or Regulatory Body (PSRB)	N/A
Teaching Institution	London College of Communication
Final Award	MA Service Experience Design and Innovation
Length of Course	4 Terms / FT
UCAS code	N/A
Date of production/revision	August 2017

MA Service Experience Design and Innovation is a practice-based professionally oriented service design course, underpinned by relevant research methods and theories in a project-led curriculum. This transdisciplinary course is designed for creative people who want to develop and apply design thinking to a broad range of societal and business challenges. It includes an emphasis on service design research methods and processes, offering opportunities for user-centred and co-designed innovation. By approaching design at a strategic level, the course offers the opportunity to work collaboratively with experts from different fields. MA Service Experience Design and Innovation has a key focus on start-up entrepreneurship, global future trends and emerging technologies.

The Master of Arts/Postgraduate Diploma Service Experience Design and Innovation is a four term full time (45 weeks) course. The structure is designed to help you progress and develop your independent learning, encouraging you to construct and explore projects concerned with areas of particular personal interest. The overarching course philosophy, based upon an emphasis on research, methodology management and design thinking, allows individual and personal concerns to be explored through focused study.

We are committed to teaching, learning and assessment designed to enhance, nurture and recognise your employability, individuality and entrepreneurship.

Enterprise and employability within a creative education in arts, design and media is about the integration of practice, behaviours and qualities that enable you to develop and sustain a rewarding professional life.

The curriculum is designed to communicate and open up the possibilities of your own creativity by developing your career aspirations and professional awareness for enterprise and employability, whether for the creative and cultural sector or beyond.

Enterprise and employability is about more than getting a job, it is about enabling you to find, make and take opportunities and to meet your aspirations in a changing world, whether as a successful creative professional, innovator, practitioner, employee and/or entrepreneur in the UK and globally.

Course Aims

This course aims to:

- Enable students to acquire a critical, analytical, and comprehensive knowledge and understanding of the historical, theoretical, business and professional contexts in which Service Experience Design and Innovation is situated.

- Provide a comprehensive understanding of the principles and interrelatedness of Service Experience Design and Innovation and project management for effective service design solutions in the public, private and voluntary sectors.

- Frame the Service Experience Design and Innovation learning on to a range of relevant design research methods including the Design Council's four-stage design process, 'discover, define, develop and deliver' to critically engage with design research and service design tools, methods and processes.

- Apply and analyse the strategic role of prototyping and co-designing within Service Experience Design and Innovation contexts as a process for problem definition and resolution.

- Plan systematically and creatively Service Experience Design and Innovation projects and delivery, acknowledging and critiquing the risks during the project management process.

- To foster reflective and critical design practice through individual work, team working and external collaborations.

- Equip the student with creative tools both analogue and digital (visualisation, prototyping), knowledge, abilities and methods (creative, conceptual, theoretical, analytical, technical and organisational).

- To enable students to propose, research, develop, complete and present a self-directed Service Experience Design and Innovation project that reflects originality, an understanding of context, critical analysis and evaluation, and academic rigour.

- To develop a robust, multidisciplinary academic foundation in Service Experience Design and Innovation theory and practice to enable further research to MPhil and PhD level.

Course Outcomes
The outcomes that you will have demonstrated upon completion of the course, are:
Outcome: Critically apply design research methods to Service Experience Design and Innovation problem definition and resolution within a private, public or third sector context. Understand the social, cultural, political and economic context of projects**. (Research)**
Outcome: Demonstrate a comprehensive understanding of the appropriate use of Service Experience Design and Innovation tools (analogue and digital) for formulating concepts and ideas and delivering and evaluating the design of a service system. **(Subject Knowledge)**
Outcome: Utilise a broad range of design research methods and analytical strategies to practical and theoretical problems in a range of media and formats **(Analysis)**
Outcome: Originate Service Experience Design and Innovation solutions through the application of research principles, methodologies and consideration and appropriate application of visualisation and digital techniques, creative problem solving, co-designing, prototyping and evaluation techniques. **(Experimentation)**
Outcome: Engage in the critical reflection of your own work and peer review through team working and collaborations **(Personal and Professional Development, Collaborative and / or Independent Professional Working)**
Outcome: Present research and a self-directed major practical project or thesis in a range of analogue and digital media which has been rigorously planned, is academically informed, and offers outcomes and applications that meet professional contexts across the public, commercial and voluntary sectors. **(Technical Competence, Communication and Presentation)**

Learning and Teaching Methods:
The courses outcomes are taught using the following learning and teaching methods: Independent Learning Time: Sometimes referred to as Self-Directed Study, it will be a major part of your learning on the course and you are expected to be thorough in the way you keep a record of your self-directed study activity. One of the differences you will experience between working at postgraduate level and working at undergraduate level is that you are expected to timetable and manage your own learning to a much greater extent at postgraduate level. Your success or failure on the course will depend, to a great extent on how rigorously and responsibly you take this self-direction and how well you respond to tutorial advice. The level of self-management required of you will increase throughout the course.

Personal Tutorials: You will be allocated a personal tutor, who will offer guidance, support and written feedback on your development as you move through the course. In the first year you may expect one tutorial a term. These tutorials are designed to give you feedback on your progress and achievement evidenced in your assessments.

Group Tutorials: Group tutorials bring together small groups of students to discuss and monitor current work, share and discuss common interests, and provide further means for giving feedback.

Projects: These are usually longer assignments that begin with a proposal and normally end with a finished product (artefact).

Group Project Work: Normally Group Project Work will be with peers from your own course, but at least once on your course you will be collaborating with students from other courses, in your Collaborative Project Unit. You will be expected to keep a weblog of your research and practice to ensure that your peer group can view your work.

Live and Simulated Projects: These are projects set (or simulated as being set) by relevant industries.

Portfolio / Body of Work: This is a collection of different pieces of work that are considered together to form one overall assessment. This is commonly used when your work is marked holistically. The practice-based nature of the course is derived from the understanding that the primary tool for successful graduate progression in this field is the portfolio of work. You will build a strong portfolio of critically informed work over the course that will enable you to progress to your chosen destinations. Portfolio outcomes could be written texts, information design, books, installations, films, web projects or other visual artefacts.

Self-Initiated Projects: This is structured project work, based on a proposal that you have originated, discussed and agreed with your tutors.

Seminars: Seminar activities bring together small groups to debate and discuss a project or a contextual issue and share their views and experiences. These will feature fairly frequently as part of the learning strategy of your course.

Lectures: Subject-specific presentations to a large group, with the opportunity ask questions. Sometimes these involve guest speakers. There is also a College-wide lecture series with high-profile guest lectures. Information on these will be emailed to your LCC email account.

Workshops: Workshops include practical demonstrations, often on technical skills. Study Visits: When you are researching for projects throughout the course, you may undertake study visits to relevant locations such as exhibitions, museums, galleries and agencies. Study visits may be undertaken as part of self-directed study or may be undertaken as part of a tutored activity.

Academic Support: The College offers a wide range of support for students with disabilities. More information on academic support can be found in the Student

Supplementary Handbook, which is located on your course Moodle site.

Moodle: Moodle is the University's Virtual Learning Environment (VLE). Each course has its own site, where information such as lecture notes, assessment briefs, timetables, the course handbook and the supplementary handbook is kept.

Scheduled Learning and Teaching

This is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1800 (MA)/1200 (PG Dip)/600 (PG Cert) hours over the duration of the course; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

20%

Assessment Methods:

The course outcomes are assessed using the following assessment methods:

- Practical project work and digital activities
- Prepared writing i.e. academic reports, essays etc.
- Oral presentations
- Peer learning
- Personal presentations of prepared work
- Simulations and role plays
- Workshop based activities
- Written research projects
- The creation of a portfolio or collection of work, which may contain a number of different activities i.e. creative artefacts with supporting process documentation and/or reports and evaluations.

This course uses the following assessment strategies:

Holistic: This unit is assessed holistically (100% of the unit). In holistic assessment you may be asked to submit one or more pieces of work, but your tutors will look at all your work for the unit and make a single judgement about your performance against the University's marking criteria. You will receive a single grade and a single feedback form. You will need to achieve a grade of D- or above to pass the unit.

Element: The assessment for this unit is weighted. In element-based assessment, you must achieve at least an E grade in each element, and an aggregate grade of at least D- in the overall unit. Failure (F, or F-), or non-submission in any element defaults to Fail for the unit.

Reference Points

The following reference points were used in designing the course:

- The Learning and Teaching policies of the University of the Arts London
- The College policies and initiatives
- Level descriptors
- Benchmark statements

Programme Summary

Programme structures, features, units, credit and award requirements:

Postgraduate courses run a four-term model, which allows a cross-over between cohorts, with new students enrolling and commencing the course during the last/fourth term for the current cohort (autumn term). This opens up possibilities for a period of interaction and potential collaboration between the two cohorts and across courses.

Full-time courses run from September through to December for 45 weeks in line with Higher Education term dates and incorporate a formal summer break period with no unit delivery. This means that you join the course during the autumn term when there is a vibrant and lively College atmosphere as undergraduate students will also be joining the College then. This also facilitates interaction between postgraduate and undergraduate students via events, exhibitions and other activities.

The Masters course structure has a total of 180 credits, which is broken down into credit-rated units. The minimum unit size is 20 credits. The Postgraduate Diploma course structure involves achieving 120 credits. The Postgraduate Certificate course structure equals 60 credits (you would only leave after 60 credits in exceptional circumstances).

Each unit descriptor indicates the number of learning hours associated with that unit. The proportion of hours devoted to types of learning will vary according to the purpose and nature of the unit.

Distinctive features of the course:

The identity of the course provides distinctive features that help us ensure we are offering a unique, exclusive and exciting experience for you.

Special features of this course include:

- Based at LCC, advanced digital marketing strategies and technologies will be at the core of the new course, along with a new focus on emerging technologies as relevant to projects undertaken (i.e. this could include the internet of things, live data, 3D printing, alternative digital currency, augmented reality, virtual reality, wearable, sensorial, cloud, mobile, etc.).

- A commitment to delight, fun, ease, and ethics as central factors of service experience (paradigm shifting from 'customer satisfaction' to 'customer delight'). This will be delivered through exciting transdisciplinary live and speculative collaborations.

- A focus on start-up entrepreneurship and a dedication to non-linear and agile processes

- Embedding of maker-hacker culture and mash-up creativity

- A balance between commitment to profit and public interest sectors.

- A balance between the implementation of user-generated co-design solutions, data-driven and creativity/intuition-based solutions from designers and storytellers.

- A strong drive for disruptive innovation, not only incremental innovation.

- Investment in speculative research and future trend studies.

- Attention to experience and service design in the era of virtual reality experiences, data-driven decision-making and the internet of things where all objects will offer service experiences.

- LCC Graduate School Community: the course is part of the wider LCC graduate school community that offers access to cross-disciplinary visiting speakers and Graduate community events.

LCC Graduate School

LCC Graduate School provides a unique and integrated offer of opportunities for both Postgraduate and Postgraduate Research students. The reach of LCC Graduate School also extends beyond with some events to current and future students and alumni via social media channels (i.e. Twitter and Instagram @LCCGradSchool) and UAL Postgraduate Community blog for report-back news (http://blogs.arts.ac.uk/pgcommunity).

On these channels students are able to: fund, develop, participate, and review events and other research or career enhancement opportunities such as peer-mentoring and industry mentoring schemes. This activity is published in a monthly email newsletter and can range from internal film screenings to radio programmes, exhibitions, through to object-based reading seminars. There is also a large physical space that brings together Postgraduate and Postgraduate Research into one environment, with a variety or rooms (i.e. desks and seating spaces) to support social, independent and group activities to enable students to go beyond their curricula.

Recruitment and Admissions

Selection Criteria

- Sufficient prior knowledge and experience of and/or potential in a specialist subject area to be able to successfully complete the programme of study and have an academic or professional background in a relevant subject.

- Also to show a willingness to work as a team player, good language skills in reading, writing and speaking, the ability to work independently and be self-motivated.

- Critical knowledge of and enthusiasm for the subject area and capacity for research-led design, intellectual inquiry and reflective thought through: contextual awareness (professional, cultural, social, historical); evidence of research, analysis, development and evaluation (from previous academic study and employment) and a grounded understanding of the world of sonic, visual and networked culture and be able to engage in and contribute to critical discussion.

- In the project proposal a description of the area of interest, field of study and the particular focus of their intended project. This should include an overview of how you intend to go about producing the project and the methodology.

- Portfolio should be conceptual and research based, you must show your thinking and making process and a curious nature to explore, test and experiment.

Entry Requirements

An Honours degree in a relevant subject, or a professional qualification recognised as equivalent to an Honours degree in a design-related or creative discipline. Applications from students with good degrees from social science backgrounds will also be welcome. If you do not have the required qualifications, but do have professional experience, you may be eligible to gain credit for previous learning and experience through the Accreditation of Prior and Experiential Learning (APeL) i.e. professional experience or a combination of courses and work experience.

Your experience is assessed as a learning process and tutors will evaluate that experience for currency, validity, quality and sufficiency.

Language requirements (International/EU)

All classes are conducted in English. If English is not your first language, we strongly recommend you let us know your English language test score in your application. If you have booked a test or are awaiting your results, please clearly indicate this in your application. When asked to upload a CV as part of your application, please include any information about your English test score.

☐ The course requires IELTS 6.5 (or equivalent) with a minimum of 5.5 in each of the four skills

You can check you have achieved the correct IELTS level in English on the

Language Requirements page. http://www.arts.ac.uk/lcc/courses/support-for-international-students/

Deferring an offer:
Applicants holding an offer for the coming academic year are permitted to defer their place to the following academic year, e.g. 2018/19 place deferred to 2019/20. International applicants should first meet any offer conditions and pay the deposit in order to defer. In all cases, deferred places will be held for one year.

Making a deferred application:
Home/EU applicants are permitted to make a deferred application, for example to the following academic year instead of the next, e.g. to 2019/20 instead of to 2018/19. Immigration regulations prevent International applicants from making a deferred application.

Course Diagram

Course Diagram | MA Service Experience Design and Innovation

S = Summative Assessment Point (Your Assignment Brief will give you details on the deadline date, time and how to hand in your assignment)

Formative assessment points will be indicated by your tutor in your unit handbooks or assignment brief