

Awarding Body	University of the Arts London (UAL)
Teaching Institution	London College of Communication
Final Award	Diploma in Professional Studies
Length of Course	1 Year
Relevant QAA Benchmark Statement	Art and Design
Date of production/revision	March 2018

Introduction The Diploma in Professional Studies is an optional academic year of professional experience of (at least) 24 weeks duration. The internships and other professional experiences occur after two years of study in the third year of a four year full-time undergraduate design degree in all 8 of the Design School’s BA (Hons) degrees.

The Diploma in Professional Studies (DPS) offers an empowering opportunity to explore future creative career/s. This is facilitated through a diverse and ambitious series of placements, design volunteering, speculative enterprise initiatives or freelance experiences, at leading national or international creative organisations, closely monitored and supported by academic tutors.

The DPS at LCC is founded on strong relationships between the Design School and the Creative and Cultural Industries, allowing students to experience the professional workplace, build relationships, develop communication, presentation and enterprise skills, while determining a professional career strategy and enhancing academic development.

Course Aims

The aims of the course identify the rationale underlying the student’s educational experience and own personal achievement from studying on the course and its affect upon the student’s long-term achievement and career.

The course has been designed to provide an intellectually challenging and stimulating educational experience.

The Diploma in Professional Studies aims to:

- Provide a programme of study that will enhance your personal and professional development, introducing you to the exciting and often complex cultures and practices of professional life in the creative industries.
- Support you in developing enterprise skills, prompting you to identify speculative opportunities, whilst contributing collaboratively as part of diverse professional teams.
- Enhance your knowledge and understanding of the relationship, influence and impact between global business, enterprise and creative practices.
- Enable you to meaningfully position theoretical course content in relation to professional practices.

- Enable you to manage your own learning through planning, self-direction, reflection and disciplinary engagement, situating your design practice in a professional context.

Course Outcomes

The outcomes that you will have demonstrated upon completion of the course are:

- Evaluate the role that design plays in a complex, networked and technologically driven world. **(Research, subject knowledge)**
- Develop strategies to solve problems, take risks, challenge preconceptions and conventions. **(Analysis, technical competence)**
- Challenge and innovate within your discipline. **(Experimentation)**
- Effectively communicate within a variety of professional and industry contexts to offer meaningful solutions informed by empathy and ethical considerations. **(Communication and presentation)**
- Evaluate and adapt your current and future practice in order to effectively contribute to teams in professional contexts. **(Collaborative and/or independent professional working)**
- Effectively apply professional, disciplinary knowledge and transferable skills to determine your postgraduate professional/academic future in employment or self-employment. **(Personal and professional development)**

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course.

Experiential Learning: Learning by doing is a key and fundamental teaching and learning strategy for DPS. Supervision of the students is shared with host companies and professional organizations and course academics. A workplace supervisor is nominated to monitor your progress. You will be encouraged to reflect and self-assess your performance regularly.

Teaching & Learning Toolkit: Providing adaptive learning regardless of individual ambitions. Our ultimate objective is to ensure that the DPS cohort learns how to learn in very different and diverse environments. The preparation period is especially important for adapting the students into more independent, self-initiated learners. Working with alumnus of the course, we discuss transformation: discuss how to make their critical practice more effective, more adaptable, more collaborative and more appropriately creative to the locations in which they will practice. We provide our students with the tools and the mind-set they need to be part a more innovative creative society and infuse their clients and audiences with the inspiration to seize creative potential and prosper in the future. We draw on non-didactic and process-lead approaches that the students are familiar with from Year 1 & 2. We prepare our students for an adaptive life-long career in creative practice. We prepare our students to learn directly from experience and direct encounter and to reflect on it comprehensively.

Collaboration: The Course places an emphasis on collaborative practices where students have the opportunity to work in one studio with students from 8 other design courses at LCC on live projects. Students are then prepared to work in cross-disciplinary groups, which mirror those in design studios across the world. They value collaboration highly at this stage and frequently retain those groupings as they develop speculative projects together during their year out of LCC.

Iterative Practice: Research + Insight + Prototyping + Implementation. Students develop this common practice in the Y2 PP Unit - as common to an illustrator as to a UX designer. Working in both a brief-led and self-directed context the course provides students with opportunities to have work critically, receiving feedback from Academics and Host mentors that can then be used to develop project work further. LCC-

based Live projects with Industry partners are also offered to students, allowing the students to understand business practices in a series of ways. This iterative process is key to developing students' abilities to work in an applied context outside university and in Year 4, which mirrors the experience of any contemporary design practitioner.

Tutorials, Presentations and Seminars: Throughout the DPS Year 3 we provide termly bespoke personal tutorials, group seminars for Live projects and personal critiques which are utilised to develop personal approaches and attitudes to professional design as well as skills in critical and self-reflective practice. This is particularly important to support the important aims of building individual capacity, confidence and attainment.

Critical practice and On-line learning: The course implements the use of technologies to enhance learning. Students contribute to a critical collaborative blog (Medium) which is both supportive and inspirational. Moodle is used as a primary platform for knowledge and information. UAL Teaching and Learning Exchange recommended apps such as Evernote, Zotero, Trello, Dragon Dictation. We also explore the potential of apps such as Socrative to enhance peer to peer and students-tutor communication.

Employability Events It is worth noting that students have continual access to UAL Careers Department and events such as SEE's Creative Enterprise Week – talks on open source, online presences and other relevant careers lectures.

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

- Completion of 24 weeks professional placement.
- **DPS Academic Report:** An individually written and illustrated report of 3,000 words
- **Presentation:** An individual presentation to an audience, outlining achievement and learning undertaken which must include supporting visual material and academic/theoretical models.

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- 1) Design School Course Leaders & School Management Team
- 2) UAL Futures: Luke Whitehead of UAL Futures l.whitehead@arts.ac.uk, <http://ualfutures.studio>
- 3) Royal Society of Arts Established since 1754 to encourage relationship between business and education <https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2016/12/is-design-education-fit-for-the-future>
- 4) David Kessler and The Design Thinkers Academy <https://www.designthinkersacademy.co.uk>
- 5) London University network / Business Schools Meetings with academics at London Metropolitan University, Launchpad supports Business start-up
- 6) UAL DPS Course Leaders – New supportive steering group has been founded. Meetings with Dan Henderson CMgr FCMI FRSA Associate Dean: Enterprise (Stratford), LCF Head of Student Enterprise, LCF Developments Director, FBS regarding Plans for a 1 year DPS Business Start-up. Meetings with Daryl Clifton and David Crow at CCW (BA Graphics & Illustration).
- 7) Nesta Meeting with Alice Casey of Nesta regarding The Innovation Growth Lab

8) <https://unltd.org.uk> Unltd support individuals directly and their ethical start-up ventures. By investing in social entrepreneurs' journeys, they believe they will make a longer lasting impact.

9) Industry Steering groups (attended by Deans and 8 x LCC academics, T&L and Diversity team)

Programme Summary

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

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, learning hours per week and details of tutorial support.

Unit 1. Diploma in Professional Studies

Level: 5

Duration: 1 academic year (minimum 24 weeks)

Credits: 120 credits

Award requirements: Completion of a minimum of 24 weeks of professional experience.

Scheduled L&T Hours – 24hrs (Seminars + Academic and pastoral tutorials during the academic year)

Guided Independent Study – 216hrs

Placement – 960hrs

Distinctive features of the course: Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

1. Bespoke & Supported Preparation: The DPS preparation period (Year 2 week 16-30) facilitates a dynamic period of workshops, seminars and studios visits to equip you, for a whole range of professional, collaborative and self-initiated challenges. We work with you collaboratively utilising key, common principals of design thinking. We prepare you for a period of 'optionality' and relative independence.

2. Optionality: In light of a national drive towards providing 'optionality,' you can curate your own disciplinary curriculum, enabling you to explore a variety of professional subjects, creating unique combinations of understanding. You are encouraged to consider your graduation ambitions when planning and proposal writing – portfolios are crafted to Post-grad, Industry or Business start-up ambitions.

3. Flexible models of Learning & Earning: The DPS course structure appreciates the varied requirements and aspirations of the contemporary student and practitioner. You immerse yourselves within a thriving design community in London and internationally working with individuals or organisations of vastly differing scales: experimenting with which working cultures suit you best.

4. Global Perspectives: You are encouraged to work internationally. You are supported to experience varying international working cultures, experiencing first hand diverse and global perspectives within design while building unique CV's. As a DPS student you are also encouraged to undertake work and volunteer opportunities in other parts of the world with a less Eurocentric emphasis, developing a critical understanding of the relevance and potential of design in a whole range of contexts.

5. Alumni Network and Professional mentors: The very first course in graphic design in the UK was established by renowned designer FHK Henrion within the School of Design at London College of Communication/Printing. The Design School has 1,000's of alumni keen to mentor and support internships. Host companies and design mentors tend to support DPS students when back at LCC during their final year

and beyond into employment. Data suggests that many DPS graduates find employment in with an organisation for whom they worked during DPS in their third year.

6. Critical Professional Practice and Design Discourse: Engaging with professional practice and the design industry needs to be maintained a strong criticality in your practice. This is initially developed through CTS and ensures you are able to work with critical ideas in an applied context. Participants within this course are uniquely positioned for a year between a thriving, active and progressive academic site of critical, pedagogic development and an exciting creative global industry.

7. Portfolio Development: 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. This breadth of work will differentiate these graduates from others in their field and certainly enables you to select projects with more discrimination in the final year, tailored to your objectives.

8. Unrivalled UAL & LCC Networks: Based in London, LCC is centred at the epicentre of a thriving European Design Community. This is especially relevant to International students who may be seeking professional experience in the UK prior after graduation.

9. Employability & Career Longevity: As a DPS student you are asked to consider the subject of your own employability and creative attributes as part of your academic study. You will get to develop the LCC approach in which equal importance is given to analogue/digital design that ensures you will have an approach to technology and design that was not limited to the technical platforms of today, leaving you well placed to cope with inevitable rapid technological change.

Recruitment and Admissions - Admissions Policy / Selection Criteria:

Selection criteria

Your performance on the first year of study on your current BA course will be taken into consideration with reference to your Course Leader. This will include consideration of your past studentship, attendance, commitment and performance. The overriding concern will be to ensure that, you will have the interpersonal skills, motivation and commitment to meet an employer's needs or to undertake freelance work independently and to develop self-initiated projects.

It is vital that you demonstrate that you are an independent learner able to manage your academic studies learning experience and deadlines, initiate projects and steer the quality of your experience. Your client / employers are likely to be paying you a salary, so you must demonstrate that you will be of value to the organization. It may be that you will choose to work largely on a freelance basis and therefore we need to be convinced that you will be self-motivated, well organised to conduct business, to quote and be paid, to practice resourcefully and independently.

Your application will be reviewed in the light of below listed criteria:

- A good level of general creative ability;
- A sufficient level of technical and craft skill in your disciplinary area of study/interest;
- An ability to articulate and express your creative ideas;
- A clear and feasible proposal of intent and ambition;
- An ability to work as part of a collaborative team;
- Evidence of motivation and commitment through past performance;

Entry Requirements:

To see the University's Regulations on Admissions, please go to the following link:

<http://www.arts.ac.uk/course-regulations/admissions/>

The selection procedures for the course adhere to the Equal Opportunities policy of the University of the Arts London.

Admission to the Diploma in Professional Studies adheres to progression regulations where students are expected to have completed 2 years' previous study up to Level 5 (or equivalent) in the subject area of their course. Should students fail any credits, during that period, progression regulations would apply whether they could undertake the DPS year out.

During the selection process, you may be interviewed and asked to discuss your proposal and plans with the DPS review panel which will include your course leader and a DPS tutor.

To be considered for the Diploma in Professional Studies, you are required to submit:

Expression of Interest Stage

For submission in Block 2 Week 28 students should submit following items:

- Expression of interest statement including speculative intent and ambition supported by an outline of how taking part in the DPS course will enhance your learning experience and career opportunities (500-words)

DPS Application Stage:

For submission in Year 2 Block 3 Week 12 students should submit following items:

- A completed application form including a 500-word written proposal
- An up-to date CV
- Year 1 set of results
- Approval from relevant course leader

Course Diagram

Course Diagram | Diploma in Professional Studies

BLOCK-BASED STRUCTURE																																											
	week 0	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10		week 11	week 12	week 13	week 14	week 15		week 16	week 17	week 18	week 19	week 20		week 21	week 22	week 23	week 24	week 25	week 26	week 27	week 28	week 29	week 30									
YEAR 1	Block 1															Block 2																											
	Introduction to DPS course					DPS lecture hosted by returning DPS student							Winter Break	Session introducing LUAL CAF												Spring Break																	
YEAR 2	Block 3															Block 4																											
			DPS lecture series incorporated into Professional Practices unit										Winter Break	DPS lecture series cont.	Online application submission				Confirmation of acceptance to DPS																								
YEAR 3	Block 5															Block 6																											
	DPS placements, internships and freelance work commence	DPS staff implement regular contact points to ensure students' progress during the DPS course										Formative review 1 of students' progress		Winter Break	DPS staff implement regular contact points to ensure students' progress during the DPS course																												
YEAR 4	Block 6															Block 7																											

End of Block 1