



## **Programme Handbook**

**MA Design Management**



Published April 2024  
V4

## Introduction to the Programme

Welcome to the **MA Design Management** programme. This handbook provides you with information about the structure of your programme.

The programme is made up of the modules listed in the table below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Descriptor section of iLearn.

## Modules

Module Code	Module Title	Credits	Module Type (Core/Option)
GRA7001	Design Thinking and Practice	20	Core
GRA7002	Design Management Practice	20	Core
GRA7003	Emerging Communication Design	20	Core
GRA7004	Collaborative Design I	20	Core
GRA7005	Collaborative Design II	20	Core
GRA7006	Design Professional Practice	20	Core
GRA7007	Research Report	20	Core
GRA7008	Creative Situated Practice	40	Core

## Pace of Study

### Student Loans Company Funded Students

If you have been granted a postgraduate loan from the Student Loans Company, you must progress at an appropriate pace to complete within two years. Arden University is required to make annual reports to the Student Loans Company regarding your progress. If you fall behind, or if you decide you would prefer to study at a slower pace, you may transfer to the Flexible Distance Learning route (see below). However, if you transfer to the more flexible route, you will not be eligible for any continued loan payments from the Student Loans Company.

### Flexible Distance Learning Students

If you have chosen the flexible distance learning route and have not received a postgraduate loan from the Student Loans Company, you have the flexibility to plan your own pace of study. Postgraduate degrees usually take around two to three years to complete depending on how many modules you study each year. In order to achieve this, it is recommended that you aim to complete at least 60 credits each year, equivalent to three 20-credit modules. You will have a maximum of five years to complete the programme (from the date you first started).

## Arden University Assessment Regulations

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website <http://arden.ac.uk/>

### CMI

A number of modules on this programme are accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon successful completion of this programme and having passed the two accredited modules you will be eligible for the Postgraduate Certificate in Strategic Management and Leadership Practice and Foundation Chartered Manager status. For those with 3+ years' experience in a management role, they can apply for full Chartered Manager status via the fast track route - the following link gives more information: <https://www.managers.org.uk/membership/chartered-manager/routes-to-chartered-manager-status/>

## PROGRAMME SPECIFICATION

<b>1. Programme Code</b>						
<b>2. Programme Title</b>	MA Design Management					
<b>3. Target Award Title</b>	MA Design Management – 180 credits Post Graduate Diploma Design Management (PG Dip) – 120 credits Postgraduate Certificate Design Management (PG Cert) – 60 credits Module Certificate (see below)					
<b>4. Exit Award Title(s)</b>	Post Graduate Diploma Design Management (PG Dip) – 120 credits Postgraduate Certificate Design Management (PG Cert) – 60 credits Module Certificate (see below)					
<b>5. Subject area</b>	Design and Creativity					
<b>6. School</b>	Design and Creativity					
<b>7. Programme Team Leader(s)</b>	Pernille Holm					
<b>8. Programme Type</b>	Specialist					
<b>9. Delivery Model</b>	DL F/T	X	BL F/T	X		
	DL P/T	X	BL P/T	X	Other	X
<b>Where delivery model identified as 'Other' please provide details</b>						
<b>10. Location of delivery</b>	Distance Learning (DL) / Blended Learning (BL)					
<b>11. Proposed Start date</b>	Oct 2021/Jan 2022					
<b>12. Reference points</b>	<p><b>Quality Benchmarks</b> QAA Subject Benchmark Statement for Master's Degrees, (2015). Category 2: Specialised or advanced study Master's degrees. N211 (Strategic management) N212 (Creative management)</p> <p>FHEQ, (The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland) Level 7. Corresponding QF-EHEA Second cycle (end of cycle) qualifications.</p> <p>QAA Quality Code (2018/19). Part A: Part A: Setting and Maintaining Academic Standards; Chapter A1: UK and European reference points for academic standards (October 2013)</p> <p><b>Subject Benchmarks</b> Subject Benchmark Statements Art and Design (2016) and History of Subject Benchmark Statements Art, Architecture and Design, (2019)</p> <p>UCAS HECOS (Higher Education Classification of Subjects) Code W200 Design and Technology Design studies 100048, design</p>					

	100050 product design W210 Graphics, Graphic design 100061, strategic management 100810 <b>University Reference</b> University policies, initiatives and vision 2025 strategy Level descriptors
<b>13. Professional, Statutory &amp; Regulatory Bodies (PSRB)</b>	The programme is aligned to the Chartered Management Institute. Approval has been attained for professional accreditation Level 7 Certificate: Strategic Management & Leadership Practice.

<b>14. Programme aims</b>	
<ol style="list-style-type: none"> <li>1. Generate an intellectually stimulating environment for <b>practice-based research</b> across a variety of international management contexts.</li> <li>2. The requisite professional business practice skills to become <b>design leaders</b> of positive social, environmental, economic and cultural change, employing <b>appropriate design language and culture</b>.</li> <li>3. A critical and deep understanding of design thinking and management in a <b>globalised business environment</b>.</li> <li>4. Employ professional <b>design management skills</b>, design technologies and strategic thinking to create complex artefacts, experiences, services or products for global audiences to industry standard.</li> <li>5. An ability to evaluate and critically reflect on strategic <b>design leadership practice and professional engagement</b> in the creative industries.</li> <li>6. The opportunity to engage with <b>multidisciplinary and collaborative global creative industries and competing markets evaluating organisational goals and management frameworks</b>.</li> <li>7. The opportunity to research a range of <b>contemporary, ethical and sustainability</b> contexts and <b>visual communication design issues and management strategies</b>.</li> <li>8. Generate key innovators and <b>leaders of innovation</b> who can apply high-level understanding, creativity and skills for a globalised world, while maintaining <b>local context</b>.</li> </ol>	
<b>15. Programme Entry Requirements</b>	
<p>Portfolio assessment and standard entry: A first degree (graphic design, multimedia and interactive design, visual communication, advertising and marketing, marketing and design, IT) or equivalent at 2:2 level in any recognised discipline.</p> <p>Candidates who lack formal qualifications but possess significant, relevant experience will be considered on the basis of at least five years relevant work experience and a portfolio of work. The portfolio must consist of a minimum of 5-10 complete design projects that display design process and use of the full design cycle, with evidence of planning and research.</p> <p>Students wishing to convert from a non-traditional discipline will be considered if they undertake one of the pre-requisite modules of the undergraduate course.</p> <p>Programme entry is also subject to Arden University's standard policies on APEL and ACL.</p>	

### English proficiency for those studying in English

- IELTS 6.5 (no less than 6.0 in any element); or TOEFL iBT 90; or equivalent
- Alternatively, evidence you have previously studied in English; a letter to show that the Medium of Instruction was in English can be accepted

At Arden we also offer an internal English test for applicants who are unable to provide an English Proficiency letter.

### 16. Graduate Attributes

Graduate attributes are an important factor at Arden University and are based on the definition of the “graduate attribute” from Bowden et al (2000); we have developed 6 key attributes:

**GA1. Discipline Expertise: Knowledge and understanding of chosen field**

Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

**GA2. Effective Communication**

Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

**GA3. Responsible Global Citizenship**

Students will understand global issues and their place in a globalised economy, ethical decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

**GA4. Professional Skills**

Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

**GA5. Reflective Practitioner**

Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

**GA6. Lifelong Learning**

Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

### 17. Learning, teaching and assessment methods and strategies

In line with Arden University’s digital first teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including: groupware, discussion forums, social media channels, videography, collaborative tools, spreadsheets, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a real-world focus via the use of contemporary case studies, industry data sets, industry guest speakers and proprietary software. Teaching is student led; students are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, simulation tasks, case materials and act on Lecturer feedback as they develop an understanding of design thinking, process management and visualisations.

Teaching activities require students to work collaboratively, exchange peer-to-peer feedback and reflect upon their own work experiences as they navigate module materials and assessments. Students are required to engage in group working and projects as they navigate module materials, exchange peer to peer feedback and reflect upon the study materials to develop progressive portfolios over the duration of the course.

All modules will be assessed through the production of work via formative feedback, peer feedback and iterative development within each module. The programme uses a range of teaching methods and portfolio assessment strategies.

The programme will employ a range of assessment and feedback approaches to ensure that the assessment strategy is progressive in complexity and enables students to achieve the learning outcomes whilst enhancing the learning experience. Formative assessment will provide students with the ability to evaluate learning and address any identified issues in advance of the summative assessment. Ongoing feedback will be provided from academic lecturers, module lead and peers.

#### Teaching Methods

##### Independent learning/self-directed study

- Personal tutorials
- Group tutorials
- Projects
- Group project work
- Live and simulated projects
- PDF formatted reports/sketchbooks
- Online presence
- Portfolio/body of work
- Self-initiated projects
- Seminars
- Lectures
- Workshops
- Study Visits
- Academic Support
- Moodle

Formative and Summative assessment methods to test knowledge and understanding for the programme will include:

#### Assessment Methods

Practical project work and digital activities

Prepared writing (academic reports, essays etc.)

Responses to case studies

Oral presentations

Peer learning

Collaborative learning

Personal presentations of prepared work

Simulations and role plays

Workshop based activities

Written research projects

Reports

The creation of a portfolio or collection of work, which may contain a number of different activities, (creative artefacts with supporting process documentation and/or reports and evaluations).



18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
A. Knowledge and understanding	How outcomes are achieved	How outcomes are assessed
<p><b>A1.</b> Analyse key theories and practice through in-depth research, planning and enquiry, of the creative industries and economies, global design thinking and user centred design.</p> <p><b>A2.</b> Evaluate and apply a range of global contemporary contexts in the creative industries informed by ethical and sustainability debates and leading research.</p> <p><b>A3.</b> Apply critical and reflective approaches, insight and professionalism in response to individual/team projects, evaluating leadership and management theory applicable and transferrable to the creative industries and beyond.</p>	<p>Acquisition of knowledge and understanding is through a combination of online tutorials; forum feedback; group discussions and critiques; and independent and directed study, supported throughout by comprehensive online teaching materials and internet resource.</p> <p>Knowledge acquirement and understanding is generated through a combination of support materials, including project work, global group forums and global project-based activities.</p> <p>Independent study is encouraged to consolidate learning, to broaden individual knowledge and deepen subject understanding.</p> <p>Facilitation of knowledge and understanding is through a process of online/face-to-face learning, workshops, tutorials, group discussions and independent/self-directed study and broader online resources.</p> <p>Independent research, lectures, seminars, practical tutorials, directed reading, use of the VLE, coursework, individual/team project.</p> <p>This is achieved through pedagogy that includes project work, group forums and project-based activities.</p> <p>Throughout, the student is encouraged to undertake independent study to supplement and consolidate the learning thus broadening individual knowledge and</p>	<p>Intellectual skills are assessed through a combination of in-course assessments, including the submission of iterative workshop outcomes, practical assignments, design reports/essay submissions and research materials generated through projects, for which evidence will consist of research documentation, reports, design cycle process, and other kinds of proposals.</p> <p>Design projects are supported by ongoing communication within the online studios, student-led presentations and project critiques, providing constant opportunities to obtain important formative feedback.</p> <p>Assessment strategies and methods; Practical skills are evidenced through PDFs and are assessed through portfolio submissions and presentations.</p>





	understanding of the subject.	
B. Intellectual (thinking) skills	How outcomes are achieved	How outcomes are assessed
<p><b>B1.</b> Explore and examine advanced individual innovative creativity, research, the application of theoretical studies and critical analysis to solve creative and complex problems, reflecting on performance and progress to advance research and intellectual skills.</p> <p><b>B2.</b> Evaluate the necessary management and leadership skills required to succeed in effective design management, employing advanced strategies and techniques in context to a specialist design discipline on independent/team projects.</p> <p><b>B3.</b> Critically evaluate innovative design thinking and leadership to generate strategic plans across disciplines, applying professional analytical techniques and strategic critical judgements for global audiences.</p>	<p>Employ practical and professional skills in the production of design thinking, ideas and solutions through set briefs, exercises and practical activities.</p> <p>Intellectual skills are developed throughout the programme across in lesson forum tasks, generated around assignment topics. Intellectual development is further encouraged through iterative project development, observing tasks, discussions, case studies, self-initiated briefs, teamwork, role-play, debates, critiques, reflection through evaluation and discussion with lecturers and peers.</p> <p>Throughout, the student is encouraged to develop intellectual skills further by undertaking independent study and research.</p> <p>Specific modules support the development self-reflective skills, and this is the focus of the opening skills-based modules. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards students for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.</p> <p>Throughout, the student is encouraged to develop intellectual skills further by undertaking further independent study and research.</p>	<p>See A above</p> <p>Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios, self-reflective evidence, statistical, analyses of data, qualitative judgements, and research plans/campaigns.</p>



C. Practical skills	How outcomes are achieved	How outcomes are assessed
<p><b>C1.</b> Demonstrate an emerging knowledge and advanced application of the principles of visual communication design, global design thinking methodology, an innovative experimentation mindset, theory and practice of strategic leadership across global creative industries and competing markets.</p> <p><b>C2.</b> Develop leadership and advanced team working skills across multidisciplinary collaborative teams to generate practice-based research across a variety of international contexts in design and design management.</p> <p><b>C3.</b> Critically apply knowledge and the application of design management, design language and culture, to generate the qualities of a designer leading positive social and sustainable change.</p> <p><b>C4.</b> Apply an advanced knowledge of theory within design management, demonstrating the ability to work effectively to solve problems in innovative and creative ways, prototyping and deploying skills, techniques and technologies with originality and awareness of ethical and sustainable considerations.</p>	<p>Practical skills are deployed across a range of projects covering design thinking, visual communication, global innovative design thinking, design management, strategic leadership and competing global/local markets.</p> <p>A broad range of projects will be delivered encouraging a reflective practice, independent study, teamwork, global collaborative project development, professional skills, utilize an array of emerging technologies, develop strategic leadership skills and design management leadership skills.</p> <p>Practical skills are employed through the production of design solutions for a mix of project topologies, developed through set briefs, with a particular focus on innovative global solutions.</p> <p>Further development and integration of practical skills is achieved via a series of in-course and online activities, where projects are intended to test skills acquisition.</p> <p>Group discussion forums provide important opportunities for lecturer-peer and peer-to-peer discussion of ideas, progress the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation.</p> <p>Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.</p>	<p>See A above</p> <p>To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded.</p> <p>Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment, which includes practical examples towards improvement.</p>



D. Graduate Attributes	How outcomes are achieved	How outcomes are assessed
<p><b>GA1 Discipline Expertise</b> Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.</p> <p><b>GA2 Effective Communication</b> Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.</p> <p><b>GA3 Responsible Global Citizenship</b> Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.</p> <p><b>GA4 Professional Skills</b> Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.</p> <p><b>GA5 Reflective Practitioner</b> Undertake critical analysis and reach reasoned</p>	<p>All of the graduate attributes GA1- GA6 are embedded across the seven modules and each module focuses on 1 of the graduate attributes as assessed outcomes.</p> <p>At level 7 candidates enter the course with a specific level of discipline expertise and build upon that expertise with a range of design thinking methodologies and design management skills.</p> <p>Effectively communicating visually across a range of technologies along with verbal and written skills requisite within the design sector.</p> <p>Development of critical self-reflection and interpretation is embedded into the programme through in-course participation and online study of reflective theory, activities and formative feedback and summative feedback.</p> <p>Design Professional Practice and Dissertation/Creative Situated Practice encourage the development of professional skills and adaptable to changes within the professional environment.</p>	<p>All coursework as outlined above.</p> <p>All graduate attributes are displayed and used as part of the teaching and learning within each module. The nature and contents of the course harnesses the suite of skills as part of the strategic design thinking management and leadership additional transferrable and employable skills. However, only one graduate attribute is assessed per module.</p>



<p>and evidenced decisions, contribute problem solving skills to find innovative solutions.</p> <p><b>GA6 Lifelong Learning</b> Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.</p>		
---	--	--

**19. Summary of modules and mapped programme learning outcome (all modules are pinned, and should be followed in the following order)**

	Module title	Credits	LOA1	LOA2	LOA3	LOB1	LOB2	LOB3	LOC1	LOC2	LOC3	LOC4	GA1	GA2	GA3	GA4	GA5	GA6
Level 7	Design Thinking and Practice	20	X			X			X			X		X				
	Design Management Practice	20	X					X			X	X					X	
	Emerging Communication Design	20	X	X		X			X				X					
	Collaborative Design I	20	X			X			X		X				X			
	Collaborative Design II	20		X			X			X	X							X
	Design Professional Practice	20			X			X		X		X				X		
	Research Report	20	X					X	X		X							X
	Creative Situated Practice	40			X			X			X	X	X					