Programme Specification for Postgraduate Programme
Leading to:
MSc Digital Service Design

Applicable for all postgraduate students starting in 2022

<table>
<thead>
<tr>
<th>Version No.</th>
<th>Date</th>
<th>Notes – QA USE ONLY</th>
<th>QA</th>
</tr>
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<tbody>
<tr>
<td>2022-23 v1</td>
<td>Aug-2022</td>
<td>Sep 2022 version of programme spec created with no changes</td>
<td>JP</td>
</tr>
</tbody>
</table>

### Postgraduate Taught Programme

1. **Awarding institution**
   - Brunel University London

2. **Teaching institution(s)**
   - Brunel University London

3. **Home college/department/division**
   - College of Engineering, Design and Physical Sciences/ Dept of Computer Science/Computer Science

4. **Contributing college/department/division/associated institution**
   - Brunel University London Pathway College (BPC) offers the following Validated Programme Element/s which enable progression on to this programme:
     - Generic Pre-Masters

5. **Programme accredited by**
   - Not Accredited

6. **Final award(s) and FHEQ Level of Award**
   - MSc Digital Service Design (FHEQ L7)

7. **Programme title**
   - MSc Digital Service Design

8. N/A

9. **Normal length of programme (in months) for each mode of study**
   - 12 months full-time
   - For students commencing their studies at BPC, the normal length stated above will vary as follows:
     - Pre-Masters January commencement: + 9 months
     - Pre-Masters May commencement: + 4 Months

10. **Maximum period of registration for each mode of study**
    - Normal length of programme (as defined above in 9) + 24 months, up to a maximum of 5 years.

11. **Variation(s) to September start**
    - None for Standard Levels;
    - See BPC [Validated Programme Element Specifications](#) for intakes for those programmes

12. **Modes of study**
    - Full-time

13. **Modes of delivery**
    - Standard delivery on-campus.

14. **Intermediate awards and titles and FHEQ Level of Award**
    - PG Dip in Digital Service Design (FHEQ L7)
    - PG Cert in Digital Service Design (FHEQ L7)

15. N/A

16. **HECoS Code**
    - 100371

17. **Route Code**
    - I200PDIGSEDE

18. **Relevant subject benchmark statements and other external and internal reference points used to inform programme design**
    - **UK Quality Code for Higher Education**
    - **QAA Subject Benchmark Statement**
    - **Brunel University London 2030**
23. EDUCATIONAL AIMS OF THE PROGRAMME

The MSc in Digital Service Design is a new course focused on developing a highly relevant skill set in this fast-growing aspect of the digital design industry worldwide. It was developed in conjunction with companies working in the digital service design sector who felt that graduate students wishing to work in this area did not have the right skills to help them become employable. The programme provides students with a learning environment led by academics delivering research-led content but founded on significant industry-based practice components. These will provide a stimulating environment for students to learn how to apply their knowledge and skills in the real-world. Assignments that students will undertake in CS5604 and CS5602 will be based on real-world briefs, and external experts will feed regular content into the course throughout the year in the form of talks, reviews and workshops. As a result of this novel approach, this course will provide students with both a robust foundation in theory and practical understanding of the methods, tools and techniques required to conceive, design and evaluate digital services by learning real world skills that are in touch with the needs of the commercial digital service design sector.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

<table>
<thead>
<tr>
<th>FHEQ Level</th>
<th>Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)</th>
<th>Learning Outcome</th>
<th>MastersAward Only</th>
<th>Associated Assessment Blocks Code(s)</th>
<th>Associate Study Blocks Code(s)</th>
<th>Associated Modular Blocks Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>K C S Model key aspects of digital service design requirements in an integrated and logical manner.</td>
<td>CS5803 CS5809</td>
<td>CS5703 CS5709</td>
<td>CS5604 CS5602</td>
<td></td>
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</tr>
<tr>
<td>KCS</td>
<td>Demonstrate a critical and practical understanding of the issues relevant to digital service design and their use in the context of modern industry and commercial environments.</td>
<td>CS5805</td>
<td>CS5803</td>
<td>CS5809</td>
<td>CS5705</td>
<td>CS5703</td>
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<tr>
<td>KCS</td>
<td>Demonstrate a critical and practical understanding of digital service methodologies and the role they play in business development.</td>
<td>CS5805</td>
<td>CS5804</td>
<td>CS5809</td>
<td>CS5705</td>
<td>CS5704</td>
</tr>
<tr>
<td>KCS</td>
<td>Demonstrate a critical and practical understanding of the professional skills necessary for effective digital service design in a business environment.</td>
<td>CS5805</td>
<td>CS5804</td>
<td>CS5809</td>
<td>CS5705</td>
<td>CS5704</td>
</tr>
<tr>
<td>KCS</td>
<td>Reflect, critically and in-depth, on relevant aspects of the state-of-the art of both the practice and theory of digital service design.</td>
<td>CS5809</td>
<td>CS5709</td>
<td>CS5604</td>
<td>CS5602</td>
<td></td>
</tr>
<tr>
<td>KCS</td>
<td>Conduct, report and evaluate a significant programme of research related to the problems and challenges of digital service design.</td>
<td>x</td>
<td>CS5804</td>
<td>CS5704</td>
<td>CS5500</td>
<td></td>
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</table>

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

In relation to the learning outcomes above:

- Lectures are (generally) used to deliver relevant material.
- Seminars and group tutorials are (generally) used to apply acquired knowledge via exercises and/or to develop critical insight and reflect on material.
- Practical laboratory sessions are (generally) used to both demonstrate and apply key approaches, tools and techniques etc.
- Directed private study is used to (a) supplement and consolidate the points above and (b) broaden individual knowledge and understanding the subject matter.

**Summative assessment strategies and methods** to enable learning outcomes to be demonstrated.

The assessment of all learning outcomes above is achieved by a balance of coursework and examinations (as detailed in the individual module specifications). Assessments range in form from written reports/essays through to conceptual/statistical modelling and programming exercises, according to the demands of particular modules. Additionally, class tests are used to assess a range of knowledge, including a range of specific technical subjects.
25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block**: one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

- **Optional block**: one which students choose from an 'option range'. These will be listed in the right hand column;

- **A core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

  Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
  e.g. AB5500 Project (40)
  Core: Block

  Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core
  e.g. ABXXX1 Title (XX credits)
  Core: 1 & 4

  Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:
  e.g. ABXXXX Title (XX credits)
  Core: All, Block

- **A non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

### FHEQ Level 7

<table>
<thead>
<tr>
<th>Compulsory assessment block codes, titles and credit</th>
<th>Optional assessment block codes, titles and credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>CS5805 Ethics and Governance of Digital Systems (15 credits)</td>
<td></td>
</tr>
<tr>
<td>CS5809 Digital Innovation and Strategy (15 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>CS5803 Data Visualisation (15 credits)</td>
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<tr>
<td>CS5804 Research Project Management (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compulsory study block codes, titles and credit volume</th>
<th>Optional Study block codes, titles and credit volume</th>
</tr>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>CS5705 Ethics and Governance of Digital Systems (15 credits)</td>
<td></td>
</tr>
<tr>
<td>CS5709 Digital Innovation and Strategy (15 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
</tr>
<tr>
<td>CS5703 Data Visualisation (15 credits)</td>
<td></td>
</tr>
<tr>
<td>CS5704 Research Project Management (15 credits)</td>
<td></td>
</tr>
<tr>
<td>Compulsory modular block codes, titles and credits</td>
<td>Optional modular block codes, titles and credits</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Term 1</strong> CS5604 Digital Design Methodologies (30 credits)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Term 2</strong> CS5602 Digital Service Applications (30 credits)</td>
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</tr>
<tr>
<td><strong>Term 3</strong> CS5500 Dissertation (60 credits, including teaching of research methods)</td>
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**FHEQ Level 7 Progression and Award Requirements**

*As per Senate Regulation 3*

A PGDip may be awarded by substitution of the dissertation (CS5500) for up to 30 credits of modular/assessment blocks in the taught part of the programme, provided the learning outcomes have been met.

**Pre-Masters Level**

The pre-Masters structure are specified in the relevant Validated Programme Element Specifications. These documents also specify the progression requirements to FHEQ Level 7.

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.