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

Applicable for all postgraduate students starting in 2020

<table>
<thead>
<tr>
<th>Version No.</th>
<th>Date</th>
<th>Notes – QA USE ONLY</th>
<th>QA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21 v1.0</td>
<td>5 May 2020</td>
<td>Minor modification to programme for 2020/21. Following major modifications to MSc Data Science and Analytics, which has some blocks shared with this programme.</td>
<td>JP</td>
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</tbody>
</table>
| 2020-21 v1.1 | 12 June 2020 | Clarification about modification to this programme. Following major modifications to MSc Data Science and Analytics, which has some blocks shared with this programme. The following changes have been approved by the Department Management Board.  
- CS5603 is replaced by study block CS5703 and assessment block CS5803;  
- CS5605 is replaced by study block CS5709 and assessment block CS5809;  
- CS5571 is replaced by study block CS5705 and assessment block CS5805; and  
- CS5504 is replaced by study block CS5704 and assessment block CS5804. | JP |
| 2020-21 v1.2 | 6 October 2020 | Programme details confirmed for a 2020/21 start. | JP |

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
LBIC for Alternative pre-Masters Level (see section 25)

5. Programme accredited by
N/A

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
Where students commence their programme at pre-Masters in LBIC, the normal length stated above will vary as follows:
pre-Masters January commencement (with placement): + 6 months
pre-Masters May commencement (without placement): + 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 document “Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)” for Alternative pre-Masters entry points

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  
Brunel Placement Learning Policy, as published under the ‘Placements’ section of the ‘Managing Higher Education Provision with Others’ page.
19. Admission Requirements
Details of PGT entry requirements are provided on the University’s and College website. Levels of English for non-native speakers are outlined on Brunel International’s language requirements pages.

20. Other relevant information (e.g. study abroad, additional information on placements) N/A

21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate. N/A

22. Further information about the programme is available from the College website. Course webpage

23. EDUCATIONAL AIDS 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>Masters Award Only</th>
<th>Associated Assessment Blocks Code(s)</th>
<th>Associated Study Blocks Code(s)</th>
<th>Associated Modular Blocks Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>K C S</td>
<td>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>
</tr>
<tr>
<td>KC</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>
</tr>
<tr>
<td>KC</td>
<td>Demonstrate a critical and practical understanding of digital service methodologies and the role they play in business development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KC</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>KC</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></td>
<td></td>
<td>CS5709</td>
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<tr>
<td>KC</td>
<td>Conduct, report and evaluate a significant programme of research related to the problems and challenges of digital service design</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.
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 credits</th>
<th>Optional assessment block codes, titles and credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</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>Term 2</td>
<td></td>
</tr>
<tr>
<td>CS5803 Data Visualisation (15 credits)</td>
<td></td>
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<tr>
<td>CS5804 Research Project Management (15 credits)</td>
<td></td>
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</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>
</thead>
<tbody>
<tr>
<td>Term 1</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>Term 2</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>
</tbody>
</table>
### Compulsory modular block codes, titles and credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>CS5604</td>
<td>Digital Design Methodologies</td>
<td>30</td>
</tr>
<tr>
<td>Term 2</td>
<td>CS5602</td>
<td>Digital Service Applications</td>
<td>30</td>
</tr>
<tr>
<td>Term 3</td>
<td>CS5500</td>
<td>Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

### Optional modular block codes, titles and credits

<table>
<thead>
<tr>
<th>Term</th>
<th>Module Code</th>
<th>Title</th>
<th>Credits</th>
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</table>

### 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

Pre-Masters Level structure available to international students is specified in document “Validated Programme Element Specification for LBIC Generic Pre-Masters (with and without work placement)”. This document also specifies the admission and progression requirements.

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.