

# Programme Specification for Postgraduate Programme

## Leading to: MSc Digital Service Design



Applicable for all postgraduate students starting in 2022

Version No.	Date	Notes – QA USE ONLY	QA
2022-23 v1	Aug-2022	Sep 2022 version of programme spec created with no changes	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	Brunel University London Pathway College (BPC) offers the following Validated Programme Element/s which enable progression on to this programme: <ul style="list-style-type: none"> <li>• Generic Pre-Masters</li> </ul>
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	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: <ul style="list-style-type: none"> <li>• Pre-Masters January commencement: + 9 months</li> <li>• Pre-Masters May commencement: + 4 Months</li> </ul>
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 <a href="#">Validated Programme Element Specifications</a> 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	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	<a href="#">UK Quality Code for Higher Education</a> <a href="#">QAA Subject Benchmark Statement</a> <a href="#">Brunel University London 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.

19. Admission Requirements	<p>Details of <a href="#">PGT entry requirements</a> are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.</p> <p>For admission via Brunel University London Pathway College, see the relevant Validated Programme Element Specification</p>
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 <a href="#">webpage</a>

### 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:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>7</b>						
	K C S	Model key aspects of digital service design requirements in an integrated and logical manner.		CS5803 CS5809	CS5703 CS5709	CS5604 CS5602

K C S	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.		CS5805 CS5803 CS5809	CS5705 CS5703 CS5709	CS5604 CS5602
K C S	Demonstrate a critical and practical understanding of digital service methodologies and the role they play in business development.				CS5604 CS5602
K C S	Demonstrate a critical and practical understanding of the professional skills necessary for effective digital service design in a business environment.		CS5805 CS5804 CS5809	CS5705 CS5704 CS5709	CS5604 CS5602
K C	Reflect, critically and in-depth, on relevant aspects of the state-of-the art of both the practice and theory of digital service design.		CS5809	CS5709	CS5604 CS5602
K C S	Conduct, report and evaluate a significant programme of research related to the problems and challenges of digital service design	x	CS5804	CS5704	CS5500

**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

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
<p><b>Term 1</b></p> <p>CS5805 Ethics and Governance of Digital Systems (15 credits) CS5809 Digital Innovation and Strategy (15 credits)</p> <p><b>Term 2</b></p> <p>CS5803 Data Visualisation (15 credits) CS5804 Research Project Management (15 credits)</p>	<p>N/A</p>
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
<p><b>Term 1</b></p> <p>CS5705 Ethics and Governance of Digital Systems (15 credits) CS5709 Digital Innovation and Strategy (15 credits)</p> <p><b>Term 2</b></p> <p>CS5703 Data Visualisation (15 credits) CS5704 Research Project Management (15 credits)</p>	<p>N/A</p>

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p><b>Term 1</b> CS5604 Digital Design Methodologies (30 credits)</p> <p><b>Term 2</b> CS5602 Digital Service Applications (30 credits)</p> <p><b>Term 3</b> CS5500 Dissertation (60 credits, including teaching of research methods)</p>	<p>N/A</p>
<p><b>FHEQ Level 7 Progression and Award Requirements</b></p> <p><a href="#">As per Senate Regulation 3</a></p> <p>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.</p>	
<p><b>Pre-Masters Level</b></p> <p><b>The pre-Masters structure are specified in the relevant Validated Programme Element Specifications. These documents also specify the progression requirements to FHEQ Level 7.</b></p>	

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.