1.	Awarding Institution	Ravensbourne University London
2.	Teaching Institution	Ravensbourne University London
3.	Programme Accredited By	N/A
4.	Final Award and Title	MDes Social Innovation
5.	QAA Benchmarking Group(s)	Business and Management FHEQ Level 7
6.	Date of introduction/start of proposed new validation period	September 2015
7.	Course Director	Paul Sternberg

Overview of MDes

The Ravensbourne MDes portfolio of awards is a postgraduate programme which focuses on developing design thinking and design management across services, brands and organisations. A key aim of the programme is to foster a capacity for transformational innovation amongst professionals and graduates from both traditional business, not-for-profit and creative economy backgrounds.

The current MDes courses of *Design Management*, *Service Design* and *Luxury Brand Management* provide students with the knowledge and skills to manage design holistically and strategically, and equip the postgraduates with the necessary skills and knowledge to progress to senior positions as well as to expand this influence to the wider community.

The portfolio is distinctive in fostering collaborative attitudes and skills and enabling students to work with their counterparts from the other MDes programmes on complex project work requiring both subject-specialist and multi-disciplinary thinking. The portfolio also benefits from its position alongside practice-based postgraduate courses in design and media, Ravensbourne's reputation for creative and technical innovation and our very strong industry connections. The course structure supports a broader understanding of the commonalities that exist across these areas of professional practice and a multi-faceted engagement with design.

MDes Social Innovation

Social Innovation is a relatively new discipline and is considered primarily a field of practice. However, it is increasingly occupying an analytical and theoretical space which looks at the causes and dynamics of social change supported by the emergence of new services, relationships and institutional spaces. In this sense the concept of Social Innovation provides a strong foundation for community organisations, NGOs, policy makers, business and governments, often leading to new ways of doing things grounded in social relations and sustainability.

The Social Innovation MDes builds on a heritage which sees designers use their creative skills towards positive social change. This can be dated back to the 19th century with the Arts and Crafts Movement through to the 1920s and the Bauhaus Movement with its explicit commitment to designing residential housing for marginalised pockets of the community. More recently, designers such as Victor Papanek, Ralph Caplan, and Valerie Casey have argued for the importance of designers to create conditions and approaches which can foster positive social impact.

As an addition to the MDes portfolio of awards, the Social Innovation MDes will allow students to design and develop ideas and organisational models that have the potential to transform the way that public, private and not-for-profit services are organised to meet the challenges of major global issues. At the heart of course will be design thinking – problem solving methodologies, prototyping, visualisation and co-creation - with an emphasis on how innovation and design can help multiple stakeholders at both an institutional and individual level create their own solutions.

The Social Innovation course benefits from being part of the portfolio of MDes awards and will demonstrate that many of the most successful innovations can generate social and environmental value as well as commercial and brand value. Crucially, students will learn that innovation in the social sphere operates across boundaries between sectors, organisations and traditional services and needs to be based on practical solutions using new technology, organisational models and services.

The Social Innovation MDes will look at ways in which innovations have progressed through a series of stages: from the generation of ideas through prototyping and piloting, to scaling up, critical reflection, dissemination and systemic change. Students will explore the way that users of services have always played a decisive role in finding solutions to social and environmental issues and that this is not necessarily unique to the non-profit sector but can be driven by markets and social movements, politics and governments as well as social enterprises, academia and business.

- Key features of the Social Innovation MDes:

    o **Dynamic Community of Practice** - Students will be part of a dynamic community of professionals, organisations and networks in order to prototype and test the social impact potential of their ideas and methodologies (partnerships include: NESTA, Design Council, Bethnal Green Ventures, Business in the Community and Acumen)

    o **Social Innovation Labs** - Students will be able to facilitate complex problem solving at a multi-scale and multi-system level. In partnership with NGO's local government bodies, Trusts and Foundations students will interact with population sections to understand new social and environmental modelling with a focus on individual, institutional and societal challenges.

    o **Symposia and Dissemination** – As part of Ravensbourne's Open

Innovation 'Vital Ideas' events, students will be invited to test and present new ideas to professional practitioners

- o **Social Innovation Incubation** – working with social impact investors students will be supported in the commercial acceleration of social ventures and ideas through the Ravensbourne Incubation Scheme

- o **National and International Collaborations** – working with the Judge Business School, University of Cambridge and the Elisava School of Design and Engineering in Barcelona, students will be able to collaborate with other universities and non-design related disciplines on social and environmental issues.

The Social Innovation MDes will challenge students to experiment with ideas in order to develop novel solutions to address pressing social and environmental demands. These are often referred to as 'wicked problems' - such as health, social cohesion, demographic shifts, climate change and economic development. They are not necessarily addressed by one sector alone nor by conventional market-led forces. Instead they involve cross-disciplinary and cross-sectorial experimentation, co-creation, prototyping and dissemination.

The course will be based on the strategic use of design thinking allowing students to design, test and scale new models, organisations and systems which address social and environmental issues. Globally focused case studies will broaden students' perspectives and increase their understanding of social innovation as a driver for systemic social change, for new business models, networks, services and new forms of social interaction. Students will explore issues such as urbanisation, well-being, poverty and environmental sustainability and will gain insights into the social dimension of innovation as something that is equally as disruptive as technology and market-led innovation.

The course will guide students through the underlying patterns, causes and capabilities needed for social change looking at alternative economic spaces by drawing on notions of the social economy, social value, inclusion and sustainability.

From the tactical management of new ideas to the strategic advocacy of those ideas across organisations, the course explores how design thinking and design methods can be used to understand better how the process of the creation, design and diffusion of social innovations can be embedded into mainstream professional practice. The course will be underpinned by Ravensbourne's current research in areas such as business incubation, rapid prototyping and the strategic development of new business models in a connected digital world.

The course will demonstrate how design is being used increasingly as a strategic tool by organisations, social movements and government bodies to create innovative new social services, improve systems and processes and develop better more inclusive and participatory business models. Designed for ambitious professionals from across public, NGO and business sectors, the course will focus on developing collaborative and entrepreneurial mindsets supported by the multi-disciplinary design skills needed

to progress towards a leadership role in worlds of business, social enterprise, NGOs or government.

The Context

The Social Innovation MDes has been developed in order to address the wider political and economic trend towards investing in the social economy as a driver of services and economic growth. This is borne out by the fact that European regulations require that social innovation be promoted across the European Social Fund (ESF) – which has approximately £4 billion available for the UK from 2014-2020. Social Innovation will also be supported by the European Regional Development Fund (ERDF), which has a further £4 billion available.

Crucially, the practice of social innovation has become increasingly important over the last years - nationally, internationally and regionally – by uniquely being able to address some of society's most intractable problems such as the ageing demographic, well-being, poverty and the environment – areas in which governments and businesses are continually seeking new solutions. Besides initiatives in the White House, where US President Barrack Obama established an "Office for Social Innovation and Civic Participation", as well as by the UN and the OECD, social innovation has had a significant effect in areas such as **health** (ie the diffusion of cognitive therapies, patient led health care, phone-based health diagnoses, holistic health care etc.), **education** (Open University, Wikipedia, adult learning etc.), **business formation** (social enterprise, microcredit unions), **social equality** (Jubilee Movement, Fair Trade Movement etc.), social justice (restorative justice, community courts etc.) and **climate change solutions** (community wind farms, global campaigns, behavioural change programmes etc.).

Considering these recent developments, it is evident that the theory and application of social innovation as a practice is an increasingly important area for public policy, business, social and economic development - but is poorly provided for at an academic level, particularly in relation to the design disciplines.

The course therefore is introduced at a time when social innovation is being recognised as a central element of smart, sustainable and inclusive economic growth. This is borne out by the Europe 2020 Horizon Strategy which identifies, amongst others, the themes of health, demographic change, well-being, the bio-economy, climate action and innovation as central to economic growth. The OECD likewise sees social innovation as a way to "improve the quality of life of individuals and communities; identifying and implementing new labour market integration processes, new competencies, new jobs and new forms of participation."

Recognising that the research community in Social Innovation and its related fields is an on-going exchange of ideas and best practices rather than one single theoretical paradigm, the focus of the MDes award will be on ways that students can generate an in-depth understanding of complex and inter-related social and environmental challenges.

Major emphasis is placed on the growth of the learner's capacity to develop their own methodology in order to create original solutions to social challenges, behavioural

change, organisational and leadership issues. All learners are also encouraged to engage proactively in the wide range of activities and events and in the opportunities for cross-disciplinary learning offered at Ravensbourne. Of particular importance is industry engagement through live project briefs.

It is expected that most students will go on to work in organisational leadership and social entrepreneurial roles; however, it is also recognised that the portfolio career has become the norm and that students will benefit from being able to design and shape their own careers both within and outside of organisations including consultancy, entrepreneurial and campaigning roles. Key to the course will be the way it demonstrates the added value dimension of social innovation to business, public and third sector organisations. The ability to grow and diversify businesses, large-scale programmes and global brands in a sustainable holistic way will be at the heart of the Social Innovation MDes.

Mode

The Social Innovation MDes is available as either a one-year full-time or two-year part-time course.

Stage One: developing a knowledge base and new reference points -

Stage One introduces the learner to a range of theories and practices in the strategic use of design and social innovation, with a particular focus on the method of design thinking in the global context and how it relates to innovation, the social economy, hybrid business and service models. Emphasis is also placed on beginning to develop an innovation and leadership toolkit of skills and techniques.

Summary of units:

Unit 1: Cultural and Contextual Studies
This unit introduces the learner to design thinking, the idea of wicked problems, complexity theory and resilience theory underpinned by research methods through a critical analysis of relevant literature. Students begin a learning log which is then continued for the rest of the course.

Unit 2: Practical Application of Design Thinking in Social Innovation
This unit explores the theoretical perspectives learned in Unit 1 through a practical project. This facilitates an investigation of incremental and disruptive approaches to innovation by looking at how interdisciplinary teams face particular challenges around communication, co-creation, bottom-up grassroots solutions, technical understanding, and effective coalition building towards positive social impacts.

Unit 3: Managing Design in a Global Society and Economy
The complex relationships between politics, culture, economics and new technologies will be explored in this unit. This will be carried out in relation to the social and environmental impacts that these relationships have. Design thinking and the implementation of complex environmental or social solutions are explored with the aim of broadening the scope of the student's thinking and developing a holistic approach to problem solving in response to a number of wicked problems.

Stage Two: putting new learning into a professional context

Stage Two of the course builds on the knowledge and skills acquired in Stage One through the practical application of design and innovation with a focus on professional practice. Stage Two of the course extends the student's innovation and leadership toolkit. Learning and teaching methods in this term are reflective of real world practices ensuring that participants are well versed in new design methods, blueprinting, modelling, behaviour change and routes to market. The learning journey in Stage Two is designed to focus the student towards a robust final major project in Stage Three.

Summary of units:

Unit 4: Professional Practice in Management and Consulting
This unit will focus on developing influencing and project management skills including leadership, facilitation and change management.

Unit 5: Strategic Design and Innovation
The unit aims to examine connections between social innovation, business strategy and systemic change. This is a future-orientated unit with a focus on developing innovative organisational effectiveness through design thinking and participatory approaches in strategic planning and forecasting.

Unit 6: Studio Practice in Social Innovation
This is a practice-based unit giving students a choice of opportunities relating to the emerging social economy. With an emphasis on collaboration and social interaction as a driver for new models, the *Studio Practice Unit* will guide students through their own area of interest using a framework of ideas generation, diagnostic methodologies, prototyping, scaling and systemic change.

Stage Three: evaluating and advancing existing knowledge

Unit 7: Major Project
The learner carries out a research-led dissertation based on their specific area of enquiry drawing on skills and knowledge developed during the first two stages of the programme.

The Units - Overview

By looking at the way that design and innovation work across different industries, sectors and market contexts, the course will allow students to develop approaches and methodologies for designing new forms of social and environmental value based around inclusion, opportunity, equality and economic growth. In both Units 2 (*Practical Application of Design*) and 6 (*Studio Practice*) students will explore a significant societal issue where innovation and design methodologies can play a crucial role in driving organisational change and sustainable growth.

Through seminars, lectures and tutorials students will be introduced to a number of relevant case-studies and will be exposed to at least two live projects with which they will be expected to apply a design thinking and disruptive solution-based approach.

All Units will draw on learning from the common MDes Unit *Cultural and Contextual Design Studies* (MDes01). Theoretical trends and a Literature Review will be explored through the Cultural and Contextual Design Studies Unit and will point to the way in which the scholarship element of the social innovation can be understood as a valuable contribution to the way we address real world problems.

In this way it will draw on the recent work by Nicholls and Murdock (2012) who through their overview of the discipline found that social innovation comprises *both* 'systems and processes of change in social relations' *and* 'innovation in the conceptualisation, design and production of goods and services that address social and environmental needs and market failures.' In other words Social Innovation is about new ways of doing things, 'relationships' and 'collaborations' as well as products, processes and services that have a positive social impact.

In Unit Three, *Managing Design in a Global Society and Economy,* students will be encouraged to take a broader holistic approach to understanding key global questions such as the way in which new solutions can be promoted by breaking down organisational silos, providing bottom-up solutions and transforming roles an relationships, particularly between producers and consumers.

Unit Three will show that the distinction between social and economic innovation, between individual behaviour, institutional governance and societal challenges can be limiting. Economists such as Jeffrey Sachs and Richard Layard will be studied alongside business scholars such as Michael Porter and Clayton Christensen and theorists/practitioners such as Buckminster Fuller, Michael Young, Saul Alinsky and Geoff Mulgan. This will allow for a deeper understanding of:

- Societal transformation
- Models of organisational management
- Development of new products, services and processes
- Models of governance, empowerment and capacity building in relation to
- social capital, social cohesion and sustainable development

In doing so, Unit Three will draw not just on design disciplines but also on the behavioural and social sciences, philosophy, systems thinking and design. It will look specifically at the cross-disciplinary nature of design within the context of the global inter connected world, social and technological disruption.

Units One, Two and Three will provide a solid basis for the *Professional Practice in Management and Consulting* Unit (MDes04) in which students develop skills in strategic consultancy and management skills and the Strategic Design Innovation Unit (MDes06) where students look at a more generational horizon of disruptive social innovation. The *Studio Practice Unit* (MDes06) will enable the student to embark on a large-scale live project and acquire practice-based knowledge and skills. A range of practical skills-based training workshops exploring ideas generation, project management, stakeholder engagement and advanced advocacy skills will

underpin the *Studio Practice* unit in preparation for the *Major Project* (MDes07).

The *Major Project* (MDes07) will provide the student with the opportunity to use the knowledge and skills acquired throughout the course in order to execute a substantial independent research project that demonstrates an advanced understanding of the context and practice of Social Innovation.

Social Innovation as part of the MDes Portfolio

The MDes portfolio shares a broad curriculum, as reflected in the common units of study around cultural and contextual analysis and managing design in the global society and economy. All courses provide the individual student with the opportunity to explore design and business thinking and to participate in practical projects which can assist them in developing their own approach to design leadership, management, brand development, innovation and social change.

While the emphasis varies according to the focus of the award at the broader level these distinct disciplines are brought together in key units common to all, e.g.: design thinking methodologies, the professional practice of design, new technology and the challenge for designers operating in a global inter-connected marketplace. Students learn to understand the perspectives of the different professions and disciplines which lead to collaboration and sustainable design solutions.

Major emphasis is placed on the growth of the learner's capacity to develop their own subject-specialist methodologies in order to create original solutions to social challenges, consumer behaviour, new services, organisational and leadership issues. All learners are also encouraged to engage proactively in the wide range of activities and events and in the opportunities for cross-disciplinary learning offered at Ravensbourne. Of particular importance is industry engagement through live project briefs.

Key to the MDes portfolio of awards is the way that it brings together seemingly disparate disciplines such as service, organisational, product and social design in order to create a holistic and user-centred approach to improving existing services and innovating new ones and to explore concepts such as user-centred design, co-creation, prototyping and iteration as key elements common to all design disciplines as well as the creative and mainstream economy.

With the Common Units, emphasis is placed on collaborative learning and working methods. This is supported through shared classes and projects with the potential for working with other Ravensbourne postgraduates in digital, broadcasting and cross-platform technologies. MDes students, as well as working across other design disciplines, are encouraged to broaden and deepen their thinking in an interdisciplinary and multidisciplinary environment and to build their skills in collaborative working methods, team working and communication.

Cross Cutting Themes

The following themes are emphasised and explored across all MDes courses:

- Value - emphasising the value of design thinking as a problem solving method and as a means of creating new products and services;

- Perspective - addressing the increasing need for design professionals and innovators to have a global and wider societal perspective;

- Immersion - approaching the subject matter through project and industry-based learning involving knowledge sharing and live projects with professional organisations (ranging from public regeneration projects through to projects with global corporations);

- Mindset - developing creative individuals who are equipped with an innovation and leadership toolkit that enables them to come up with original approaches to design, strategy, social and business innovation problems.

The MDes portfolio is cross-disciplinary in its approach, drawing on knowledge, methods and approaches from across the range of design, business and creative specialisms at Ravensbourne.

Educational aims of the MDes

All MDes programmes share the following four educational aims:

1. To equip learners with an advanced knowledge and understanding of the contextual background to, and developments in, design thinking and problem solving

2. To give learners the ability to reflect on their own practice and subject area in order to innovate;

3. To provide a stimulating environment that is supportive, flexible and collaborative and allows each individual to develop to his/her potential;

4. To develop individuals with a high level of professionalism and the confidence to initiate and lead complex design projects involving diverse disciplines an understanding of an increasingly globalised and inter-connected social and service economy.

Specifically, the MDes *Social Innovation* aims are:

To develop professionals who have an advanced understanding of Social Innovation as a driver for commercial, organisational and societal change as both a disruptive and inclusive force.

Teaching, Learning and Assessment Strategies

The focus of learning, teaching and assessment strategies is on a learner centered and industry informed approach to the choice of modes, activities, sequences and tools used. Although some learning is carried out through formal lectures and seminars, a significant part is project-based, allowing the student to develop his/her

design management practice through a process of doing and reflective learning. Learning is facilitated by permanent teaching staff, who are supported by sessional staff and visiting speakers: the latter are practicing professionals who enrich substantially the industry perspective. Assessment is differentiated by means of project briefs.

Emphasis will be placed on developing the student's ability to question and challenge and – together with students from other disciplines and programmes – to engage fully in current debates by interacting with speakers and peers. Ravensbourne's new learning spaces provide ideal venues for taking this forward, for example, by enabling the learner to attend the institution's high profile visiting speaker programme and other large-scale events.

Of particular importance is the development of critical reflective practice. Learners are required to keep a reflective learning log (or blog). Here they record their responses to new learning, document the emergence of their own creative ideas and plot the conceptual and practical development of their project work, adding, where useful or important, their reflections on what they have learned from these experiences.

This will be supported by the use of Learn@rave (Moodle), the institution's virtual learning environment (VLE). For example lecture notes, podcasts, further references and learning materials and forums are used to provide more flexible access to material and to extend and enhance the learning. Learners are also able to make use of the institution's e-portfolio which supports blogging and the building of an online portfolio.

Key to the learning and teaching strategy of the Social Innovation MDes is the development of a range of critical and practice-based skills that situate individual within the context of their professional career path. As the student progresses through the course s/he builds individual capability in self-directed learning, a core competency both for the development of skills in the design disciplines, creativity and innovation and in the underpinning process of continuing professional and academic development.

Learning Outcomes

The Social Innovation MDes provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes as follows:

Knowledge and Understanding	Learning and teaching methods
A1 A systematic understanding of social innovation and its development, informed by current scholarship and research, and the practical application of design thinking methodologies. A2 Engage with current business and global issues through the perspective of design thinking and how this relates to Social Innovation A3 Demonstrate an advanced approach to research through the development of knowledge and understanding in a range of research strategies and methods.	Teaching and learning methods on the programme vary throughout the units providing diversity and offering students the opportunity to experience real or simulated industry practice. They range from traditional delivery of lectures, seminars, tutorials and workshops, to newer modes of learning via the VLE and other e-learning methods, and via industry visits and work placements. Students are also encouraged to engage in self-directed learning and to plan their individual learning journey and also to take advantage of peer-to-peer learning.
	Assessment
	Knowledge and understanding are primarily assessed through essays, reports and individual and group presentations. Students are required to carry out primary and secondary research on the subject and demonstrate a thorough understanding of the discipline.

Values and Attitudes	Learning and teaching methods
B1 Demonstrate an open mind to new ideas and a willingness to experiment with existing methodologies in order to support creativity and innovation in a variety of social, cultural and organisational contexts. B2 Demonstrate an awareness of ethical and environmental issues in order to foster sustainable decision-making	Teaching and learning methods on the programme vary throughout the units providing diversity and offering students the opportunity to experience real or simulated industry practice. They range from traditional delivery of lectures, seminars, tutorials and workshop, to newer modes of learning via the VLE and other e-learning methods, and via industry visits and work placements. Students are also encouraged to engage in self-directed learning and to plan their individual learning journey and also to take advantage of peer-to-peer learning.
	Assessment

approaches. B3 Provide inspiration to others through positive influence in order to create progressive change.	Knowledge and understanding are primarily assessed through essays, reports and individual and group presentations. Students are required to carry out primary and secondary research on the subject and demonstrate a thorough understanding of the discipline.

Skills (Cognitive and Intellectual)	**Learning and teaching methods**
C1 Demonstrate a critical understanding of emergent frameworks in management in order to be able to apply social innovation as an effective problem solving process. C2 Understand the strategic role of design and social innovation in business in order to offer competitive advantage in complex and challenging situations. C3 Demonstrate critical knowledge and understanding of complex multidisciplinary projects which enables new thinking and frameworks to emerge	Teaching and learning methods on the programme vary throughout the units providing diversity and offering students the opportunity to experience real or simulated industry practice. They range from traditional delivery of lectures, seminars, tutorials and workshop, to newer modes of learning via the VLE and other e-learning methods, and via industry visits and work placements. Students are also encouraged to engage in self-directed learning and to plan their individual learning journey and also to take advantage of peer-to-peer learning.
	Assessment
	Knowledge and understanding are primarily assessed through essays, reports and individual and group presentations. Students are required to carry out primary and secondary research on the subject and demonstrate a thorough understanding of the discipline.

Skills (Subject Specific/Professional)	**Learning and teaching methods**
D1 Demonstrate the ability to lead manage complex projects applying professional project management techniques to a range of challenging situations, taking into account all stakeholder relationships. D2 Demonstrate the ability to select appropriate methods and resources in organisational design, social and environmental research.	Teaching and learning methods on the programme vary throughout the units providing diversity and offering students the opportunity to experience real or simulated industry practice. They range from traditional delivery of lectures, seminars, tutorials and workshop, to newer modes of learning via the VLE and other e-learning methods, and via industry visits and work placements. Students are also encouraged to engage in self-directed learning and to plan their individual learning journey and also to take advantage of peer-to-peer learning.
	Assessment

D3 Develop the ability to draw upon design thinking and concepts around social value in order to produce innovative ideas that contribute to organisational and societal effectiveness.	Knowledge and understanding are primarily assessed through essays, reports and individual and group presentations. Students are required to carry out primary and secondary research on the subject and demonstrate a thorough understanding of the discipline.

Skills (Transferable)	**Learning and teaching methods**
E1 Demonstrate an awareness of team dynamics and collaborative approaches in order to achieve effective and appropriate project environments. E2 Take responsibility for personal professional development through continuously reflecting on newly acquired knowledge and skills in order to learn from experience as a life-long learner. E3 Develop the ability to analyse and synthesise relevant information in order to make decisions in complex situations.	Teaching and learning methods on the programme vary throughout the units providing diversity and offering students the opportunity to experience real or simulated industry practice. They range from traditional delivery of lectures, seminars, tutorials and workshop, to newer modes of learning via the VLE and other e-learning methods, and via industry visits and work placements. Students are also encouraged to engage in self-directed learning and to plan their individual learning journey and also to take advantage of peer-to-peer learning.
	Assessment
	Knowledge and understanding are primarily assessed through essays, reports and individual and group presentations. Students are required to carry out primary and secondary research on the subject and demonstrate a thorough understanding of the discipline.

12. Admissions and APL

Students will normally be expected to possess a first or upper second class honours degree (or equivalent non-UK qualifications) in a relevant subject, or an equivalent professional qualification in a related subject area.

Applicants with science and business degrees are also welcome provided they have relevant professional and industry experience. Applicants from science and business backgrounds must be able to demonstrate strong design awareness and a commitment to the value of design in business and society.

Applicants applying directly from a BA design course without relevant experience must also be able to demonstrate a high level of knowledge and understanding of design practice.

Criteria

The College will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant's prior academic achievement/qualifications and/or previous employment/life experience;
- assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes
- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process
- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills
- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills
- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations
- understands the relevance of the course to her/his career ambitions
- understands current debates within industry

Accreditation of Prior Learning: applications are positively welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Where an applicant's first language is not English, proof of competence in English will be required. This will normally take the form of an approved English language test at B2 level, in accordance with the Common European Framework of Reference. This should have been achieved within the last 18 months prior to commencement of the course.

13. Assessment Regulations

This course is subject to the Assessment Regulations for Postgraduate Awards. In summary, in order to successfully complete a unit, a student must complete the assessment specified for that unit.

In order to achieve the award, a student must successfully complete all the units specified for that award.

A student who achieves an overall average within the 'A' band, calculated on all course units contributing to the degree will be awarded a Masters with Distinction.

A student who achieves an overall average within the 'B' band, calculated on all course units contributing to the degree will be awarded a Masters with Merit.

Unit List

Master of Design (MDes)		
Code	**Title**	**Credit Value**
STAGE ONE		
MDES01	Cultural and Contextual Design Studies	15
MDES02	Practical Application of Design Thinking	15
MDES03	Managing Design in a Global Society and Economy	30
Interim Award available on completion		PgCert
STAGE TWO		
MDES04	Professional Practice in Management and Consulting	15
MDES05	Strategic Design and Innovation	15
MDES06	Studio Practice	30
Total credit necessary for completion of Phase one and two		120
Interim Award available on completion		PgDip
STAGE THREE		
MDES07	Major Project	60
Total		**180**

Course Diagram

Full Time Mode

TERM ONE		TERM TWO		TERM THREE
Unit 1: Cultural and Contextual Design Studies (15 credits)	Unit 2: Practical Application of Design Thinking (15 credits)	Unit 4: Professional Practice in Management and Consulting (15 credits)	Unit 5: Strategic Design and Innovation (15 credits)	Unit 7: Major Project (60 credits)
Unit 3: Managing Design in a Global Society and Economy (30 credits)		Unit 6: Studio Practice (30 credits)		
Duration: 15 Weeks		Duration: 15 Weeks		Duration: 15 Weeks

Part Time Mode

YEAR ONE

TERM ONE		TERM TWO		TERM THREE
Unit 1: Cultural and Contextual Design Studies (15 credits)	Unit 2: Practical Application of Design Thinking (15 credits)	Unit 4: Professional Practice in Management and Consulting (15 credits)	Unit 5: Strategic Design and Innovation (15 credits)	
Duration: 15 weeks		Duration: 15 weeks		

YEAR TWO

TERM ONE	TERM TWO	TERM THREE
Unit 3: Managing Design in a Global Society and Economy (30 credits)	Unit 6: Studio Practice (30 credits)	Unit 7: Major Project (60 credits)
Duration: 15 weeks	Duration: 15 weeks	Duration: 15 weeks

16. Curriculum map

Code	Title	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3
MDES01	Cultural and Contextual Design Studies	X		X						X				X	X	
MDES02	Practical Application of Design Thinking	X			X		X	X		X	X		X	X		
MDES03	Managing Design in a Global Society and Economy		X			X	X					X				
MDES04	Professional Practice in Management and Consulting		X		X		X	X			X	X				X
MDES05	Strategic Design and Innovation	X			X	X	X		X			X	X			X
MDES06	Studio Practice	X		X		X	X			X	X	X		X		
MDES07	Major Project			X					X				X		X	X

Knowledge and understanding	Values and Attitudes
A1 A systematic understanding of social innovation and its development, informed by current scholarship and research, and the practical application of design thinking methodologies.	B1 Demonstrate an open mind to new ideas and a willingness to experiment with existing methodologies in order to support creativity and innovation in a variety of social, cultural and organisational contexts.
A2 Engage with current business and global issues through the perspective of design thinking and how this relates to Social Innovation	B2 Demonstrate an awareness of ethical and environmental issues in order to foster sustainable decision-making approaches.
A3 Demonstrate an advanced approach to research through the development of knowledge and understanding in a range of research strategies and methods.	B3 Provide inspiration to others through positive influence in order to create progressive change.
Skills (Cognitive and Intellectual)	**Skills (Subject Specific/Professional)**
C1 Demonstrate a critical understanding of emergent frameworks in management in order to be able to apply social innovation as an effective problem solving process.	D1 Demonstrate the ability to lead and manage complex projects applying professional project management techniques to a range of challenging situations, taking into account all stakeholder relationships.
C2 Understand the strategic role of design and social innovation in business in order to offer competitive advantage in complex and challenging situations.	D2 Demonstrate the ability to select appropriate methods and resources in organisational design, social and environmental research.
C3 Demonstrate critical knowledge and understanding of complex multidisciplinary projects which enables new thinking and frameworks to emerge.	D3 Develop the ability to draw upon design thinking and concepts around social value in order to produce innovative ideas that contribute to organisational and societal effectiveness.
Skills (Transferable)	
E1 Demonstrate an awareness of team dynamics and collaborative approaches in order to achieve effective and appropriate project environments.	
E2 Take responsibility for personal professional development through continuously reflecting on newly acquired knowledge and skills in order to learn from experience as a life-long learner.	
E3 Develop the ability to analyse and synthesise relevant information in order to make decisions in complex situations.	

Please note, this specification provides a concise summary of the main features of the course and the learning outcomes that a typical 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 of each unit can be found in the Course Handbook, Unit Descriptors and Project Briefs. The accuracy of the information contained in this document is reviewed by Ravensbourne and may be checked by the Quality Assurance Agency for Higher Education.