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| Programme Title | MSc/MA Design Management |
| Awarding Body | Ravensbourne University London |
| Teaching Institution | Ravensbourne University London |
| Final Award | Level 7 |
| Interim awards | Postgraduate Certificate (60 Credits)  Postgraduate Diploma (120 Credits) |
| UCAS Code | N/A |
| QAA Subject Benchmark | QAA Master’s Degree Characteristics Statement (2015) |
| PRSB reference | N/A |
| Mode of study | Part-time and Full-time modes |
| Date produced/amended | October 2021 |
| Course Leader |  |

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| Distinctiveness |
| Overview  Ravensbourne’s Postgraduate Department provides a research and practice-led framework to allow entrepreneurs, managers, designers and technology specialists to take a holistic view of the impact of their professional practice and leadership development. The Master’s courses allow learners to respond to the dramatic and on-going changes in the field of design and management as these become the basis for actionable insights and creative problem solving methodologies. Our area of specialism applies across a wide range of economic, business, technology and social fields – from the dynamics of organisational development and change management, to brand innovation and service systems, from the emergence of new business models to the challenge of health and wellbeing, from technology enabled transformation to sustainability. At the heart of Postgraduate Studies is an understanding of collaborative competencies, leadership development, real world engagement and interaction.  Learners will be taught, collaborate and co-create with a staff team of interdisciplinary business and design professionals working across but not limited to: business management, leadership, service design, information technology, communications, design systems, platform design, social and economic change.  MSc/MA Design Management  The *MSc/MA Design Management* is a taught Master’s programme which offers students the opportunity to develop the advanced knowledge, understanding and skills to design and implement complex change management processes with an emphasis on systems thinking, leadership and professional practice. The MSc/MA is delivered over three terms alongside the other postgraduate courses within Ravensbourne’s Institute of Creativity and Technology.  The course sits within Ravensbourne University’s new Institute for Creativity and Technology located in the Design District on the North Greenwich Peninsula at the heart of London. This geographic and conceptual alignment connects professionals, practitioners, researchers and students with local and global partnerships to explore the interplay between business, creativity and technology for education, industry and society. No other institution is offering an MSC/MA in this context.  At the heart of our Design Management MSc/MA is a belief that creative minds and leaders of the future will need a step change in the quality of professional learning and decision making to meet the challenges of both now and the future.  In consultation with leading figures in the world of design and technology we have identified a series of leadership competencies and a detailed gap analysis of the leadership competencies in traditional MBA programmes.  These ‘gaps’ whereby creative thinking, abductive reasoning, collaboration and innovation cinto traditional Business courses have been translated into Ravensbourne’s MSc/MA programme based on an understanding of the knowledge, skills and mindset we need to develop successful and globally connected companies – and leaders - of the future.  Ravensbourne’s approach to Design Management is multidisciplinary with a focus on innovation and disruption in both the creative industries and mainstream economy. It allows for a multi-faceted engagement with the discipline by:   * Emphasising the value of systems thinking and its wider application to business strategy, the creation of new business models and new approaches to technology, platform design, social and organisational innovation. * Stressing a human centred approach to business management and that real innovation comes from gaining a deep understanding and observation of employees, partners, clients, consumers and stakeholders, their behaviours and needs * Covering diverse approaches to innovation, design management, technology, branding and change management where the design and management process and the brand story are often developed alongside the business itself. * Addressing the increasing need for managers, leaders and innovators to having a global and wider societal perspective along with a critical understanding of the challenges facing the creative and global economy in the twenty-first century. * Approaching Design Management through project and industry-based learning involving knowledge sharing and live projects with professional organisations (ranging from public sector organisations, NGOs through to projects with global companies).   The *Design Management MSc/MA* reflects the growing need for the development of new ways of describing, thinking about and managing a variety of business ‘ecosystems’ in which problem solving approaches, creative intelligence, interaction and a deep understanding of the needs of people and organisations will be necessary for future commercial, social and economic development.  The course is cross-disciplinary in its approach drawing on knowledge, methods and approaches from across the range of business, design and creative specialisms at the Institute for Creativity and Technology. Through a series of shared units with other postgraduate courses, Design Managementstudents are encouraged to expand their own professional practice and their leadership competencies through examining how it intersects with other organisational roles/disciplines and how, from this intersection, innovative ideas and models emerge. The course aims to support and develop individual interests through the delivery of highly participatory activated professional experiences in which a series of business concepts, business challenges, provocations and collaborative projects are used to bring students critically closer to the kind of Design Manager they wish to become. This course is distinctive in that it offers a continuous learning loop across business related fields including Systems Thinking, Change Management, Business Acceleration, Open Innovation, technological development and enterprise incubation.  Having completed the Master’s course, students go on to work in organisational leadership roles and entrepreneurial roles. Students also benefit from being able to shape their own careers both within and outside of organisations including consultancy and agency-based roles leading on from this course. |

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| Programme aims |
| * To facilitate the development of a new kind of professional role whose skills enable them to create and manage a contemporary narrative and set of actions around Design Management, leadership and Innovation |
| * To enable students to develop the skills to originate and design processes to affect real commercial, competitive, social, technological and cultural change across different sectors and organisations |
| * To engender the idea of innovation as a key part of the activist’s toolkit through the lens of Design Management and Leadership |
| * To support the idea of the Design Manager as strategist and activist through the application of design and leadership skills to ‘real world’ business and organisational challenges. |

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| Programme Learning Outcomes |
| The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. |
| Learning Outcome 01: Identify and Research  You should be able to select, use and evaluate information gathering techniques using a wide range of sources, providing visual, contextual case-study research as appropriate and demonstrate and apply knowledge and understanding. You should demonstrate how you use research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical dimension of your professional practice in order to enhance your capacity for judgement, values, perceptions and sustainable actions. You should demonstrate that you are able to use your research to further identify key areas of practice in which you as a practitioner wish to be involved.  Assessment Criteria aligned to Learning Outcome 01  Assessment on: Evidence of research, development, evidence of developed criticality, identification of key areas of practice, relationship to and understanding of professional practice. |
| Learning Outcome 02: Investigate and Analyse  By building on your research process you should develop the ability to critically appraise and evaluate appropriate materials to generate concepts and strategic project themes to inform and underpin concept development with an understanding of multiple outcomes, relationships and interactions. You should maintain a log/evidence /journal demonstrating your process and thinking around key issues you have identified in order to communicate your progress.  Assessment Criteria aligned to Learning Outcome 02  Assessment on: reflective narration of process, clarity and coherence in application of research; clear analysis of issues and problems arising, definition of interests in relation to practice. |
| Learning Outcome 03: Ideate and Develop  You should be able to develop iterative processes that will allow you to explore and experiment embracing human centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply your knowledge and understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.  Assessment Criteria aligned to Learning Outcome 03: Ideate and Develop  Assessment on: evidence of iteration, design of test systems, prototyping, process-oriented analysis of outcomes desired and otherwise, strategy for development of process based analysis of results, evidence and communication of development and application of knowledge and understanding. |
| Learning Outcome 04: Innovate  You should be able to demonstrate your ability to question and critique the orthodoxy of your chosen subject area/ discipline and show how this is reflected in the work and projects you are developing. You should be able to demonstrate and communicate how you can apply different problem solving frameworks to complex problems and develop viable, inclusive and participatory solutions  Assessment Criteria aligned to Learning Outcome 04: Innovate  Assessment on: demonstration of originality of idea and execution; knowledge of cultural, commercial and critical contexts; importance of innovation, development and communication of critical analysis and judgement. |
| LO 5 Instigate and Influence  You should be able to reflect on your own values, perceptions and actions at both an individual and global systemic level and develop narrative techniques to create visions of the future and build influence amongst key stakeholders and audiences. You should develop and demonstrate your ability to instigate, manage and record/reflect on the issues around and affecting your chosen area of research or practice, applying the knowledge and understanding you have gained.  Assessment Criteria aligned to Learning Outcome 05: Instigate and Influence  Assessment on: the clarity and currency of your message, the communication of your project purpose; structure and delivery of narrative. |
| LO 6 Implement  You should be able to synthesise and demonstrate your research and practice and demonstrate possible pathways towards implementation being able to assess the consequence of actions and impacts. you should demonstrate the development of judgement in using the most appropriate medium for successful delivery.  Assessment Criteria aligned to Learning Outcome 06: Implement  Assessment on: the positioning of your practice within broader critical, cultural, creative and commercial contexts. |

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| Learning and Teaching methods | Assessment Strategy |
| Ravensbourne’s academic-practitioners are international experts in their disciplines, enthusiastic and committed to building and sharing knowledge with new entrants to their professions. Ravensbourne’s increasing engagement with applied research means that tutors are actively engaged in specialist research areas. Learning is enhanced by Visiting Lecturers who are current practitioners and by speakers from the world of Design Management, business development, user research and digital services.  Our approach  The learning blend used will alter from unit to unit according to the nature of the curriculum content and the level of the unit. Typically, most units combine some face to face teaching through lectures, project briefings, seminars, screenings, and critiques with independent projects (undertaken by students independently (or when appropriate in groups) supported by activity on the virtual learning environment (AULA). During their studies, students will also experience guest lectures by world specialists, study visits, bootcamps, technical workshops, and be involved in pitches, presentations and online interactive activity. It is important at Ravensbourne that the blend is rich and varied in order to ensure students develop a range of learning capacities.  Tutor and student led seminars encourage students to see themselves as part of a learning community which exchanges as well as develops knowledge. Critiques and presentations develop students’ abilities to reflect on and contextualise their work and provide an opportunity for students to explain their project’s developmental process including challenges, failures, adjustments, timing, materials, or team structure.  Concept development, prototyping, and mind mapping are used at a formative stage to assist students in the narrowing down and refining of an idea, the analytic breakdown a complex task into component parts or the production of a product or artefact.  A central part of postgraduate course work consists of group work. This normally focuses on a live Project and involves students self-organising into teams, allocating roles and responsibilities in order to respond to and meet a Brief.  Group work is assessed on the basis of a presentation in front of tutors and external stakeholders who often have commissioned the project. Students will also be invited to complete a Reflective Report on the Group project outlining their own contribution and the learning they have gained from the project    Through the challenge of group work, report writing and reflective practice as well as the visualisation of ideas and giving creative form to solutions, students have the opportunity to develop strong leadership skills and conceptual skills, to consolidate their professional practice and analytical skills and to demonstrate a level of understanding and ability to articulate the depth of contextual understanding of Design Management.  Students are also encouraged to express thoughts and ideas using the range of media at their disposal: prototyping, VR/AR, the use of video, web and presentations. Reports and blogs are used to track and assess the unfolding process of a piece of work and the practical and intellectual journey taken by a student in response to a project brief. | A variety of assessment methods are employed across all units. They include: formative and summative presentations, peer assessment and external reviews. These methods encourage you to critically reflect on your learning and progress.  Formative feedback is given at the end of each term and students will receive ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria. At the end of the unit summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements. |

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| Unit Code | Unit Title | Credits |
|  | **Core Units** |  |
|  | Design Management Principles and Processes | 15 |
|  | Research Methods, Ethnography and User Centred Approaches | 15 |
|  | Digital Design Impacts | 30 |
|  | Innovation and Transformation | 15 |
|  | Entrepreneurship and Business Development | 15 |
|  | Design Futures and Strategic Design Management | 30 |
|  | Dissertation | 60 |

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| **TOTAL CREDITS 180** |

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| Entry Requirements | |
| 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. If you are applying directly from an undergraduate degree course without experience or professional practice you must be able to demonstrate a good knowledge of your chosen subject area.  In order to be eligible for a course, you will need to be a competent speaker and writer of English. This also applies if you are from the European Union, or if you're from a country outside the EU. You need to provide us with an IELTS or equivalent English language qualification demonstrating 6.0 overall with minimum 5.5 or CEFR Level B2 in each component. | |
| Accreditation of Prior Learning | |
| Applications are 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. | |
| Student Support | <https://www.ravensbourne.ac.uk/student-services> |
| Assessment Regulations | <https://www.ravensbourne.ac.uk/staff-and-student-policies> |

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| Course LOs | Unit  01 | Unit  02 | Unit  03 | Unit  04 | Unit 05 | Unit  06 Unit07 |  |
| LO1 | x |  |  |  | x | x |  |
| LO2 | x |  |  |  | x | x x |  |
| LO3 |  | x | x |  | x | x |  |
| LO4 |  | x | x |  |  | x x |  |
| LO5 |  |  |  | x |  | x x |  |
| LO6 |  |  |  | x |  | x x |  |

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| Description of the Course |
| The Design Management MSc/MA bridges the worlds of design, technology and business. It integrates the diverse approaches and thinking to create collaborative working. The different perspectives and capabilities of multidisciplinary teams are brought together and, therefore, better able to respond to organisational change, develop brand value and innovate.  The Design Management MSc/MA applies the lens of design thinking and creative intelligence to the world or organisational change, brand value and innovation.  The course explores the strategic use of design and its application as a tool, a ‘way of thinking’ which puts people at the heart of new business models, technology and social change – all within a framework of sustainability. Its focus is on the organisational models, methods and approaches needed to shape positive organisational change, measure impact and organisational performance and use design as a driver for renewal, sustainability and innovation. The course is underpinned by the following inter-connected design principles:   * *Value* - emphasising the value of design thinking as an organisational problem-solving methodology and as a means of generating both commercial and social value through new business models; * *Perspective* - addressing the increasing need for managers, professionals and innovators to have a global and wider societal perspective; * *Immersion* - approaching research and inter-disciplinary collaboration through project-based learning involving knowledge sharing and live briefs with professional organisations and brands; * *Mindset* - developing creative ‘influential’ individuals who are equipped with an innovation and leadership mindset that enables them to come up with original approaches to design, strategy, social and business innovation problems.   The field of Design Management exemplifies this new interdisciplinary approach. With Design Thinking at its core, it emphasises the idea that design today is no longer about designing objects, visuals, or spaces, it is about designing systems, strategies, and experiences – all of which need to be underpinned by new approaches to organisational management and leadership. In this sense, the Design Management MSc/MA brings Design Thinking into organisations and enables the latter to see beyond the superficialities, gain a better understanding of their system and the ecosystem surrounding them, and design better solutions to overcome the complexities of internal and external challenges.  Key to the course is the way that Design Thinking can add to the organisation’s bottom line and innovation capability as a differentiator and source of competitive advantage. The course explores ways that design can be an integrator by improving new product, service and organisational processes using user-oriented innovation and agile project management processes. It also looks at the role of design as a transformer and how it can create new business opportunities and build resilience into business models and organisational operations.  The course takes the individual student through an exploration of design thinking and testing methods underpinned by participation in practical business/organisational projects which allow the learner to develop his/her own approach to designing strategies for management and leadership across a wide range of areas – from fintech to healthcare, from retail to digital platforms, from business acceloration to social enterprise. Students learn to understand the perspectives of the different professional roles and organisational functions and how to collaborate and lead diverse teams. Major emphasis is placed on the growth of the learner’s capacity to develop his/her own methodologies in order to create original solutions to change management, social challenges, behavioural economics, market research, organisational and leadership issues.  At the heart of the course is a focus on systems thinking, an understanding of the interconnections in business and organisational systems, the relationships between the parts that hold together a successful business/organisation and the way in which managers and leaders can make interventions and create feedback loops.  The *Design Management MSc/MA* is set against the rapid pace of change in the world of technology and the creative economy. Its focus is on ways in which we can move from hierarchical service models to people driven innovation and the approaches needed for creating agile, anticipatory cultures that allow for innovation, new mindsets and deep insights based on human centred and technological transformation. |

**Academic Framework – Course Diagram – Full Time**

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|  | Term 1 |  | Term 2 |  | Term 3 |
| **Level 7**  MSc/MA Design Management  180 credits | Design Management, Principles and Processes  15 credits | Research Methods, Ethnography and User Centred Approaches  15 credits | Innovation & transformation  15 credits | Entrepreneurship and Business Development  15 credits | Dissertation  60 Credits |
| Digital Design Impacts  30 Credits | | Design Futures & Strategic Design management  30 Credits | |
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**Course Diagram - Part Time (2 years)**

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|  | **Term 1** |  | **Term 2** |  | **Term 3** |
| **Level 7** | Design Management, Principles and Processes  15 credits | Research Methods, Ethnography and User Centred Approaches  15 credits | Innovation and Transformation  15 credits | Entrepreneurship and Business Development  15 credits | Dissertation |
| **Year 1 P/T**  180 credits |
| **Year 2 P/T** | Digital Design Impacts  30 Credits | | Design Futures & Strategic Design management  30 Credits | | Dissertation  60 Credits |

Contact teaching – 1 x 5 hour day per week = 60 hours per 30 credits / teaching timetable – 12 weeks + 1 reading week per term = 36 weeks per year + 3 reading weeks

**The Student Journey**

The Master’s programmes at the Institute for Creativity and Technology are designed with the idea of experimentation and exploration at the forefront. The programme is constructed through a series of discipline specific and interdisciplinary modules. The year-long programme consists of nine modules, delivered over three semesters. The modular structure enables design management students to work regularly with peers from different disciplines to develop a range of interdisciplinary skills.

The MSc/MA Design Management programme aims to provide the opportunity for students to develop creative, pragmatic and innovative strategies through the application of design and management thinking. Applied to organisational development, leadership and change, to equip students with the knowledge and skills to apply their learning in a global context. In particular, the MSc/MA aims:

* To equip students with an advanced knowledge and understanding of the contextual background to and developments in design management. To reflect on that learning in order to advance their own practice and innovate.
* To develop effective managers and leaders with design leadership skills, grow their creativity and increase their global awareness. So that they are able to influence and create positive change in their organisations whether at an operational or a strategic level.
* To provide individuals with independent study skills that support their research, practice and professional development. Enable them to continue developing as life-long learners throughout their professional lives maintaining contact with emerging practice from a variety of fields.
* To provide a stimulating environment, which is supportive, flexible and collaborative and allows each individual to develop to his/her potential.
* To develop individuals with a high level of professionalism and confidence to initiate and lead complex design projects involving diverse disciplines and business functions.

The programme consists of seven Units of study which will take the individual student through an exploration of design management and creative practice underpinned by participation in live business challenges. These will allow the Design Manager to develop an approach to innovation and change management. Students learn to understand the perspectives of the different professionals and practice areas/business functions which may be involved in a complex organisational projects and how to collaborate and lead diverse teams.

Major emphasis is placed on the growth of the learner’s capacity to develop his/her own professional profile and practice and methodologies in order to create original solutions to organisational challenges, market behaviour, team development and leadership issues. The learner is 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 external speakers, events and live project briefs as part of the Institute for Creativity and Technology.

The modules will build on each other; starting with a comprehensive understanding design, to expand each student’s knowledge beyond their current discipline, whether design based or other. Exploration and research will be used to uncover the commonalities, and specifics required to create, manage and lead a design strategy. Compare and comprehend the methods and models of the digital, business and social innovation spheres that they will need to work with, and integrate a design approach. There will be a particular focus on digital, which has become essential to every organisation. Digital brings with a greater complexity and less clear boundaries with design, resulting in increased specialisms which design management needs to respond to, and of which it needs to be part.

The foundational skills of communication, collaboration and facilitation that are fundamental to design management will be taught and practiced within the live projects. The final Units will delve more deeply into strategic design management and advanced business methods. Consider the future and the role of forecasting, then know how to affect change, issues of complexity and the leadership to implement a strategy.

The Units support and build upon one another to create an enriching holistic experience. Students will graduate with a valuable and distinctive capability, confident in their own specialisms and able to lead, collaborate and share knowledge within wider professional teams.

**MSc/MA Design Management – Course Modules Overview**

1. **Design Management Principles and Processes**

Design Management and its evolution from design project management to strategic design management is the foundation of this Unit. Students will explore the breadth of design disciplines (Product, service, brand, environment) that come together to create a holistic approach to design and to management. In doing so, the Unit explores the principles, the design process and project methods that underpin Design Management. This will be explored through particular approaches and major theoretical perspectives. Students will engage critically with the holistic application of design as a way of integrating often disparate ideas and interacting with diverse stakeholders both within and outside of the organisation. Students will develop an understanding of a multidisciplinary approach and the value of a people, planet and economy focused approach.

**Example Project:** Analyse or conduct a design audit of an organisation’s use of design and design management. make recommendations for an improved strategy for design.

1. **Research Methods, Ethnography and User Centred Approaches**

The communication and representation of insights is essential when working within an organisation or with clients. A combination of theoretical and practical focus allowing students to test out the observational skills and user-centred design skills in order to understand human behaviour in context. At the heart of this unit is the aim to ‘make the familiar strange’: questioning a familiar and taken-for-granted organisational/business experience in their lives through ongoing personal reflection and, as a result develop new organisational blueprints from ethnographic data, and how to communicate this data. A key part of this Unit will involve students working in groups to apply their knowledge of ethnographic and human centred/eco-centred approaches.

**Example Project:** You will be invited to design and prototype a new platform environment for creative interactions, peer engagement, ways to generate organisational value.

1. **Digital Design Impacts**

This module focusses on the impact of digital / emerging technologies and the implications for design management. Digital technologies need a different way to manage design with a constant cycle moving from one to the other. Greater diversity of skills and multiple disciplines are required for projects, in which the design manager can be an essential bridge. Students will need an understanding of the current and emerging technologies, AI, data, infosphere, etc. Familiarity with language and methods such as agile, scrums, sprints many areas of which have originated in engineering and been adopted in design. As well as a comprehension of design management specialisms such as design ops and digital product management.

**Example Project:** develop a technology enabled organisational strategy for a business based on researching user needs, define platforms & architecture

1. **Design futures and Strategic Design Management**

Design is inherently focussed on the future and creating a better future. Designers are well placed to respond to the volatile, uncertain, complex and agile context that is the reality for all organisations. This module will look at ways in which Strategic Design Management can be used as a method to generate new ideas based on how things ‘could be’ . Using speculation and anticipation to inform the designing of new business models based on visions of the future. How to assess trends and be aware of emerging, often weak, signals. The Unit will consider different ways for forecasting and exploring the future: the processes, methods, mental models and stories for imagining the future to inform the present and to critically interrogate preferable futures. The aim of the Unit is to allow students to look into the future and to use design as a strategic resource to realise the intention.

**Example project:** Students will identify an industry specific area and research the trends alongside a range of future scenarios and develop an appropriate design strategy.

1. **Innovation and Transformation**

The purpose of this Unit is to understand ways organisations can innovate through new ways of operating, new patterns of thinking, new services, new opportunities and partnerships. The Unit looks at the critical attributes needed in terms of an organisational culture needed to embed innovation. Understand design’s role in transformation and theories of change that enable transformation to take place. Opening the lid on the growth of organisations over and beyond the incremental approach of scaling in a conventional manner.

**Example Project:** The emergence and growth of increasing number of transnational corporations, international governmental organisations, international nongovernmental organisation, global social movements and diasporas, speak of our interconnected and ever-growing global times. In what ways can a technology start-up utilise design to maximise opportunities to scale within a global context?

1. **Entrepreneurship and Business Development**

Entrepreneurship is fundamental to anticipating, shaping and responding to change. This module will explore different theories of entrepreneurship and ‘creative disruption’. It will look at the drivers of change and the interaction of business growth with design as an enabler to this growth. Leadership theory will be explored to develop the individual’s understanding how they can develop their own model of design leadership and an entrepreneurial mindset. Complexity theory, behavioural science and economics form part of this module.

**Example Project:** Identify the changes that a student would like to make and create a development plan for a disruptive service and/or business model.

1. **Dissertation**

This Unit is designed to provide the scaffolding within which students will complete their individual Research or work-based learning project. During the Dissertation Unit students will create their own bespoke practice-based research project based on a sustained critical inquiry that engages individual professional practice. The research/work-based learning project is an opportunity for students to design an ideal project and immerse themselves in the areas in which they are most motivated and fascinated.