Course Handbook

MSc User Experience Design

2019-20

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School of Physical Sciences and Computing

Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

Welcome to the MSc User Experience Design course. Congratulations on gaining a place. The information in this handbook contains important information about the course, its structure and content. You will find it a useful resource for the coming year. This document is not designed to be a standalone manual. It is vital that you talk to staff to supplement the information. If you have any questions – please ask.

As your course leader I will be your main point of contact throughout your period of study on the MSc. We will meet regularly throughout the course and you should come to see me if you have any queries or problems with the course. Studying at Master's level provides you with an opportunity to develop your personal and academic skills. As well as being hard work it should also be a rewarding time. I hope you have an enjoyable time studying at UCLan.

Dr Dan Fitton, MSc User Experience Design Course Leader

1.1 Rationale, aims and learning outcomes of the course

In recent comments on the five hardest jobs to fill in 2012 an experienced recruiter said "After software engineers, the biggest challenge for companies is finding high-quality creative design and user-experience talent. Since almost every company is trying to create a highly compelling user experience that keeps people engaged with their product, it is tough to find people who have this type of experience" Keith Cline –recruiter at Dissero

User Experience Design is a specialist skill that is only touched on briefly in undergraduate Computing courses, and this course aims to provide a challenging and stimulating environment in which you can develop these specialist skills. User Experience Design is a key area of expertise for the Computing research groups at UCLan. Our expertise spans world-class research, commercial activity and knowledge-transfer. For example, we have recently worked with Systema, Sony, Nokia and BAE Systems on successful User Experience Design and evaluation projects, and have further projects planned.

The goal of this course is to guide you, depending on your interests, either to go out into Industry with a well-developed skill set or to progress to academic research careers. We aim to produce User Experience Design practitioners who understand how to design an effective user experience in a range of different scenarios for a range of different users.

MSc aims

• To provide students with an intellectually stimulating environment in which they can learn about and discuss issues related to the interaction design (IxD) and user experience (UXD) of computing systems.
• To develop, and enhance, the practical, theoretical and analytical skills required in order to prepare, manage and complete a substantial research project in Interaction Design/ User Experience Design.
• To develop the students' critical evaluation, problem solving, communication and self-management skills to a level appropriate for post-graduate students
• To encourage and enable the students to become reflective practitioners in the field of User Experience Design (UXD) and Interaction Design (IxD)
• To give students the knowledge and skills necessary to evaluate and classify interactive products and interaction styles for use in particular situations.
• To develop students' understanding of the personal and social effects of interactive technology.
• To develop skills in the analysis of user requirements and the design and evaluation of systems to meet those requirements

• To develop an awareness of the complexity of using computers in solving cross disciplinary problems
• To develop and enhance the students' theoretical knowledge appropriate to computing and their critical analysis skills

Learning outcomes are abilities that you will have developed when you successfully complete the course. Each module has its own specific learning outcomes, which contribute to the following overall course learning outcomes.

Learning Outcomes

A1. Plan and carry out a significant IxD/UXD research project.
A2. Justify decisions on appropriate techniques with respect to theoretical perspectives from the field of HCI, Interaction Design and UX.
A3. Compare and critically analyse theories, methods and techniques used in the field.
A4. Review academic publications in the context of other relevant literature.
A5. Report findings in an appropriate academic style.

B1. Apply various methods to understand users and their user experience in relation to interactive technology.
B2. Use a range of techniques to design novel user-centred solutions for interactive technology.
B3. Apply ethical and moral perspectives to evaluate actions relating to the creation of interactive technologies.
B4. Create interactive prototypes with a range of fidelities.
B5. Carry out robust evaluations in mobile and away-from-the desktop scenarios.
B6. Plan and carry out a rigorous user experience design project (MSc only)

C1. Logically deconstruct and analyse problems.
C2. Be creative and envision novel solutions.
C3. Think responsibly about the impact and beneficence of the products they may construct.
C4. Critically evaluate academic literature

D1. Communicate complex ideas effectively to a diverse audience.
D2. Read, synthesise and produce reports to a professional standard.
D3. Sustain current awareness through review of a range of source material.
D4. Work as part of a team.

1.2 Course Team

Course Leader:

Dan Fitton	CM218	x3277	dbfitton@uclan.ac.uk

Tutors:

Brendan Cassidy	CM218	x5152	bcassidy1@uclan.ac.uk
Dan Fitton	CM218	x3277	dbfitton@uclan.ac.uk
Matt Horton	CM212	x5151	mplhorton@uclan.ac.uk
Janet Read	CM217	x3285	jcread@uclan.ac.uk
Gavin Sim	CM227	x5162	grsim@uclan.ac.uk

1.3 Expertise of staff

The course team have substantial experience of teaching at this level. They have research interests and industrial/academic experience relevant to your course. Research into Human-computer interaction is important, particularly through the Child-Computer Interaction group (ChiCi). There is research into data communications and networks, mobile computing, computer security and software engineering, particularly Agile software development. We have collaborated with Sony, BAE and a variety of UK and overseas Universities. They will use this to enrich the postgraduate learning experience. Details of staff publications and interests are available on the School website. We also have several active research groups in the Computing area that you may want to get involved with.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Computing and Technology Hub

C&T Building Room 235
Contact Details: candthub@uclan.ac.uk or +44 (0)1772 891994

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. This can be set to auto-forward to another email address and is also available via remote access. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Campus Admin Services and academic staff generally contact you via your UCLan email address. Details of term starting times, enrolment details and results will be sent to you by letter.

1.7 External Examiner

The University has appointed an External Examiner for your course to help ensure that the standards of the course are comparable to those provided at other higher education institutions in the UK.

Dr José Abdelnour-Nocera of the University of West London is the External Examiner who takes overall responsibility for checking the quality of the course, particularly for assessments and the way they are marked on the key modules. Other examiners have responsibility for other modules.

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course

2.1 Overall structure

Students embarking on the course may be enrolled on an MSc or a PGDip. The MSc comprises 9 modules (6 taught modules and a 3 module Project). The PG Dip comprises 6 modules (all taught). Students who satisfactorily complete the PG Dip may continue to the MSc route if they wish, by undertaking the 3 module Project.

The course is flexible and can be completed in a number of ways:

Full-time study (MSc includes the project, PGDip does not)

September start

3 modules	3 modules	Project
Sept – Jan	Jan – May	May – Sept

January Start

3 modules		2 Modules	Project
Jan – May	Summer	Sept – Jan	Jan - May

Part-time study (MSc includes the project, PGDip does not)

Over 3 years

3 modules	3 modules	Project
Year 1	Year 2	Year 3

Over 2 years

4 modules	2 modules and Project
Year 1	Year 2

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Core modules:

CO4804 Masters Project

Compulsory modules:

CO4820 Critical Analysis
CO4732 Advanced Topics in UX
CO4753 UX away from the Desktop
CO4754 User-Centred System Design and Evaluation
CO4830 IT Projects & Programmes

One optional module from:

CO4734 Child Computer Interaction
CO4752 Web Application Development
CO4832 Independent Investigation

For an MSc with Placement

CO4822 Professional Placement

Core modules cannot be compensated.

2.3 Course requirements

There are no course-specific requirements beyond the University's Academic Regulations.

2.4 Module Registration Options

Discussions about your progression through the course normally take place after semester results are released (in January, June, September and October). These discussions provide an opportunity for you to make plans for your study over the next semester.

After the first semester, if you decide you would like to concentrate on working with child users, it may be possible for you to switch to the MRes Child Computer Interaction. Please note if you have received a bursary for your study this option may not be available to you, depending on the bursary conditions. You should discuss this option with your course leader before starting the second semester.

2.5 Study Time

Full time students are expected to study a 40-hour week; part-time students are expected to study the number of hours that are appropriate for the modules they are enrolled for. The contact time (in-class) will typically be three hours per week for each module. You should expect to do roughly an additional 6-9 hours during teaching weeks and some additional work before and after the teaching period. You will also have to attend the PDP sessions (1 hour per week) and in your second semester you have to attend a project preparation class

(1 hour per week). The time outside of class contact should be spent on independent study, assignment and completing lab exercises.

2.5.1 Weekly timetable

Your timetable is available on-line at https://weeklytimetable.uclan.ac.uk/ You can also A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome for a 20 credit module is 200 hours of study time - this includes attendance at UCLan, private study and time taken to prepare for and complete assignments.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness must be made to CandTHubAttendance@uclan.ac.uk.

Exceptional requests for leave of absence must be made to your Course Leader.

We will monitor your attendance. It is your responsibility to make sure your attendance is recorded. You can check your attendance record through myUCLan. Occasional absences are not a problem, but you should discuss your attendance with the module tutor if your attendance is not recorded for more than one event that you attend.

You must only enter your own details on the attendance system. To enter information for anyone else is dishonest and would result in inaccurate records, which might mean that a student's problems might not be detected until it is too late for us to help. Any student who makes false entries can be disciplined under the student guide to regulations.

International students may have responsibilities under the UK Visas and Immigration (UKVI), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained authorisation for absence, do not respond to communications from the University and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If so, the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Teaching methods include lectures, tutorials, practical classes, discussion groups, and student presentations. As well as attending classes you will be expected to follow your tutor’s suggestions for weekly reading and study. Materials and instructions will all be made available on Blackboard either prior to or after sessions. As a postgraduate student you are expected to be an independent learner, and to gradually take more initiative for your learning throughout the course. You already have a background in computing and experience of academic work. You are expected to build on this by reading around the subject, finding relevant material for yourself as well as following tutor suggestions and contributing to discussion.

3.2 Study skills

The course team support the development of study skills through individual and group feedback in class and through individual discussions with your module tutors and your

academic advisor. For more information on the general support provided by the University, see WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources to support your studies are provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

When you have complaints or problems with equipment, these should be reported to LIS (LISCustomerSupport@uclan.ac.uk) as well as to the relevant module tutor. LIS prefer to deal with problems first-hand and rather than indirectly through academic staff. Moreover, by dealing with LIS directly, your problem should be dealt with more quickly.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. See http://www.uclan.ac.uk/students/study/library/electronic_resources.php for more information. You should use the Discovery search engine to help locate relevant resources from the University's collection. (http://www.uclan.ac.uk/students/library/discovery_resource.php).

All modules will be supported by information on Blackboard and you should make sure that you make use of this outside as well as in class.

3.4 Personal development planning

Personal development planning is about assessing your own skills and abilities and planning how to develop them during (and after) your course. Technical development is part of this, but personal skills such as teamwork and communication skills are also important to your success at University and in your career. You might be surprised at how much emphasis employers put on these aspects. You will meet with your Academic Advisor to do personal development planning (PDP) and to discuss your progress.

3.5 Developing your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

The Careers Service (http://www.uclan.ac.uk/students/careers/index.php) offers a range of support for you including:-

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

There is a daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

There are many student support services available in the University. In general you should go to your ***module tutor*** if you have questions about a particular module, your ***Course Leader*** and **Academic Advisor**, for course queries, the ***Campus Admin Service*** for administration queries and ***the 'i'*** for more general 'living' queries (such as accommodation,

visas etc.). From each of these points of contact you should be helped or directed to a more appropriate source of help.

4.1 Academic Advisors

Your Academic Advisor is an academic member of staff who will discuss your progress with you and help you to deal with problems. They help you to review your aims and achievements. Full-time students should meet with their personal tutor twice per semester, and part-time students once per semester.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service, who will work with the School to help you study. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

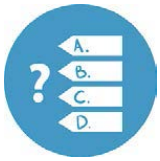
Chris Casey (ccasey@uclan.ac.uk) is the acting disability co-ordinator for students with disabilities in the School of Physical Sciences and Computing. Please contact him directly for further advice / support, particularly if you have not been allocated a Disability Advisor. He is not a specialist disability advisor but can help to ensure that appropriate arrangements have been put into practice.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy



Assessment is an important part of Higher Education. We use examinations to allow you to demonstrate your knowledge and the ability to apply that knowledge to solve problems. Because computing is a practical and vocational subject, course-work is important. You will often be expected to tackle realistic problems and to evaluate different ways of solving them.

The course learning outcomes demand that you develop a variety of knowledge, skills and abilities, which require a variety of assessment techniques:

a) *Formally invigilated tests and examinations* can be used to explore you knowledge and your ability to apply it to simplified situations. They also ensure that your own work is assessed.
b) *Presentations and vivas (interviews)* allow the demonstration of skills in spoken communication.
c) *Coursework* such as laboratory work, programming exercises, design exercises, written assignments and independent research allow you to demonstrate many practical and important skills that cannot sensibly be assessed by the previous methods.

In-course assessment doesn't just assess what you can do – by doing the assessment you will learn and consolidate the skills you have. Your tutors will give you formal feedback on assignments to help you to do better on other assessments, but more importantly for your future career, to show how you can improve your performance on similar tasks in the future. By acting on the feedback from the lecturer, you will develop your competence and understanding.

The overall mark for each module is calculated as a weighted average of the coursework and examination marks. The details are given in the module descriptor held on Elearn Blackboard.

5.2 Notification of assignments and examination arrangements

How do I know what assignments I will have?
At the beginning of the year you will be issued with an indicative assignment schedule. Also at the start of each module, the module leader will tell you the latest date by which a piece of coursework will be released and the date by which you must submit it. This is to help you to plan your work. Examinations will be displayed on your on-line timetable.

How do I submit my assignments?
Assignments are usually submitted on-line through Elearn Blackboard, which gives you an electronic receipt. Keep a copy of it safe. *To reduce problems from lost assignments, keep a **complete** copy of the work you hand in.*

As far as possible your work will be marked anonymously, so assignment work submissions must not contain your name.

Aim to complete the coursework before the hand-in date to allow a margin of safety in case of technical problems. The University provides you with the software and hardware relevant to your course. If you choose to use your own equipment you are responsible for backing it up. Therefore please note that **failed/lost computers; failed/lost hard-drives, etc will not be accepted as an excuse for late submission**.

Meeting deadlines and dealing with problems in good time are essential parts of your preparation for industry. If you have a problem that may make it difficult to meet a deadline, discuss it with the relevant lecturer **before** the deadline if possible.

If you fail to submit a piece of work without a good reason, you will be given 0% for that work. This will make passing the module very difficult and may mean that you have extra work to complete over the summer. **It makes sense to hand work in before the deadline, even if it is incomplete.**

Will I be penalised for late work?
Except where an extension of the hand-in deadline date has been approved (using extenuating circumstances forms), lateness penalties will be applied in accordance with University policy as follows:

(Working) Days Late	Penalty
1 - 5	maximum mark that can be achieved is 50%
more than 5	0% awarded

If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must apply for an extension or for an adjustment to be made because of Extenuating Circumstances, which can be done online via myUCLan (this can be accessed in the Useful Tool link on the Student Portal home page of the UCLan website).

5.3 Referencing
In your assignments, use Harvard convention for referencing whenever you make a reference to someone else's work. You can find lots of information about this on the internet, but you will be given more information about it during your course. If you are in any doubt, ask a lecturer for guidance.

5.4 Confidential material
If you use personal or commercially confidential information in your assignments (e.g. in your project), you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations in your work assignments.

Students who do projects for clients must arrange for a client project agreement to be signed by the participants to ensure that they all understand their responsibilities.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. You will elect a student representative through the Student Union. The Staff Student Liaison Committee is a formal way of providing feedback through the student representative. However, the rep should also raise issues directly with staff on your behalf, if necessary..

Do not simply save up problems to be raised at the meeting. To help resolve them quickly, problems should be raised with relevant staff, your course representative, or support staff as soon as you are aware of them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme 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.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	**University of Central Lancashire**
2. Teaching Institution and Location of Delivery	**Preston city campus**
3. University School/Centre	Physical Sciences and Computing
4. External Accreditation	
5. Title of Final Award	**MSc in User Experience Design** **PGDip in User Experience Design**
6. Modes of Attendance offered	Full-time and Part-time with optional professional placement
7a) UCAS Code	N/A
7b) JACS Code	I140
8. Relevant Subject Benchmarking Group(s)	Computing;
9. Other external influences	QAA Master's degree characteristics
10. Date of production/revision of this form	February 2017
11. Aims of the Programme	
• To provide students with an intellectually stimulating environment in which they can learn about and discuss issues related to the interaction design (IxD) and user experience (UXD) of computing systems.	

- To develop, and enhance, the practical, theoretical and analytical skills required in order to prepare, manage and complete a substantial research project in Interaction Design/User Experience Design.
- To develop the students' critical evaluation, problem solving, communication and self-management skills to a level appropriate for post-graduate students
- To encourage and enable the students to become reflective practitioners in the field of User Experience Design (UXD) and Interaction Design (IxD)
- To give students the knowledge and skills necessary to evaluate and classify interactive products and interaction styles for use in particular situations.
- To develop students' understanding of the personal and social effects of interactive technology.
- To develop skills in the analysis of user requirements and the design and evaluation of systems to meet those requirements
- To develop an awareness of the complexity of using computers in solving cross disciplinary problems
- To develop and enhance the students' theoretical knowledge appropriate to computing and their critical analysis skills

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

The successful student will be able to:

A1. Plan and carry out a significant IxD/UXD research project.
A2. Justify decisions on appropriate techniques with respect to theoretical perspectives from the field of HCI, Interaction Design and UX.
A3. Compare and critically analyse theories, methods and techniques used in the field.
A4. Review academic publications in the context of other relevant literature.
A5. Report findings in an appropriate academic style.

Teaching and Learning Methods

Acquisition of knowledge and understanding is through lectures, directed reading, tutorial exercises, practical work, demonstrations, case studies and reflection as determined by the module tutor.

Assessment methods

Assessment methods are specified in each module syllabus and guide. All learning outcomes in a module are assessed with the mode of assessment specified for each outcome of the assignment. Assessment methods range from written reports, portfolios, practical implementations to presentations.

B. Subject-specific skills

The successful student will be able to:

B1. Apply various methods to understand users and their user experience in relation to interactive technology.
B2. Use a range of techniques to design novel user-centred solutions for interactive technology.
B3. Apply ethical and moral perspectives to evaluate actions relating to the creation of interactive technologies.
B4. Create interactive prototypes with a range of fidelities.
B5. Carry out robust evaluations in mobile and away-from-the desktop scenarios.
B6. Plan and carry out a rigorous user experience design project (MSc only)

Teaching and Learning Methods

Individual and group based tutorial and seminar work and assignments, including use of literature searches and comparisons, case studies and projects:
e.g Practical work, directed research, preparation of and participation in student-led seminars

Assessment methods

A variety of methods are used to assess skills, these include lab exercises, written and practical coursework, project work and the final project report.

C. Thinking Skills

The successful student will be able to:

C1. Logically deconstruct and analyse problems.
C2. Be creative and envision novel solutions.
C3. Think responsibly about the impact and beneficence of the products they may construct.
C4. Critically evaluate academic literature

Teaching and Learning Methods

Practical work, some group work, practice
Project preparation and supervisory advice, including peer criticism

Assessment methods

Intellectual skills are partly assessed through formal examinations and partly through written coursework, project work, project report and essays. Assessment methods include paper-based examinations, evaluations within a portfolio of work, and practical problem solving.

D. Other skills relevant to employability and personal development

The successful student will be able to:

D1. Communicate complex ideas effectively to a diverse audience.
D2. Read, synthesise and produce reports to a professional standard.
D3. Sustain current awareness through review of a range of source material.
D4. Work as part of a team.

Teaching and Learning Methods

Communication skills are developed through group-work activity, project preparation and supervision, preparation of and participation in student-led seminars. Students can develop and improve their written skills through directed supervision sessions.

Assessment methods

These transferable skills are assessed through presentations, coursework, examination, project work, project interview and project report.

13. Programme Structures*

Level	Module Code	Module Title	Credit rating
L 7	CO4804	Masters Project	60
	CO4820	Critical Analysis	20
	CO4732	Advanced Topics in UX	20
	CO4753	UX away from the Desktop	20
	CO4754	User-Centred System Design and Evaluation	20
	CO4830	IT Projects & Programmes	20
		PLUS 20 credits from the options below:	
	CO4734	Child Computer Interaction	20
	CO4752	Web Application Development	20
	CO4832	Independent Investigation	20
		Optional module:	
	CO4822	Professional Placement	60 notional credits

14. Awards and Credits*

Masters Degree in User Experience Design
Requires 180 credits at Level 7,

Optional professional placement route requires successful completion of CO4822 which has a notional credit value of 60

PGDip in User Experience Design
Requires 120 credits at Level 7

Post-Graduate Diploma is normally a target award for students who do not wish to carry out a project.

PG cert in Computing
Requires 60 credits at Level 7

Normal University rules apply to the awards of Merit and Distinction when appended to the qualification.

15. Personal Development Planning

The Programme aims identify the need to develop interpersonal skills and generic transferable skills as well as subject-specific knowledge, understanding and skills. The course team believe that this combination is needed to ensure employability.

The following transferable skills are developed:

- critical evaluation
- presentation skills
- report-writing skills

- information finding skills
- investigative research skills
- independent learning
- team work
- time-management.

The design of the course has been directed to the development of these skills. They will be developed and assessed throughout the programme as a whole. The process begins from the first day of the programme with an induction scheme aimed at developing reflective learning skills and is continued through the delivery of the course. The personal tutor, allocated at enrolment, helps students to determine a personal development and a career plan. There are opportunities, throughout the course, for students to reflect on learning and to revise these plans.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.

You should have one of the following:

- A good Honours Degree or equivalent.
- A Degree and substantial relevant industrial experience.
- BCS Postgraduate Diploma plus PGD project
- Qualifications deemed by the University to be equivalent to the above.

If you have a recent Honours Degree in a Computing-related degree with a substantial amount of theory and/or practice that overlaps with the content of this course, this course may not be suitable for you.

Students will be expected to display communication skills appropriate to an Honours graduate. In particular, students whose first language is not English will be required to demonstrate competence in the language. The normal minimum standard required is IELTS 6.5 or equivalent.

17. Key sources of information about the programme

- **http://www.uclan.ac.uk/scitech/computing_engineering_physical/index.php/courses**
- **student handbook**
- **fact sheet**
- **postgraduate prospectus**

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

18. Curriculum Skills Map for MSc User Experience Design

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes														
				Knowledge and understanding			Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 7	CO4804	Masters Project	C	✓	✓	✓			✓	✓	✓				✓		✓	
	CO4820	Critical Analysis	Comp								✓		✓		✓	✓	✓	
	CO4732	Advanced Topics in UX	Comp		✓										✓			
	CO4734	Child Computer Interaction	O	✓		✓	✓	✓		✓	✓	✓			✓			
	CO4752	Web Application Development	O	✓	✓		✓	✓			✓	✓			✓	✓		
	CO4753	UX away from desktop	Comp		✓			✓		✓		✓			✓			
	CO4754	User-Centred System Design and Evaluation	Comp			✓				✓					✓			
	CO4832	Independent Investigation	O			✓					✓		✓	✓	✓			
	CO4830	IT Projects & Programmes	Comp	✓	✓						✓		✓	✓	✓			✓
	CO4822	Professional Placement	O												✓	✓		✓

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PGDip User Experience Design

A1. Describe and evaluate principles, practices and techniques relevant to Interaction and User Experience Design.
A2. Compare and critically analyse theories, methods and techniques used in the field.
B1. Apply user-centred principles, practices and techniques to solve complex computing problems
B2 Use a range of techniques to design novel user-centred solutions for interactive technology.
B3. Create interactive prototypes with a range of fidelities.
B4. Carry out robust evaluations in mobile and away-from-the desktop scenarios.
C1. Logically deconstruct and analyse problems.
C2. Be creative and envision novel solutions.
C3. Think responsibly about the impact and beneficence of the products they may construct.
D1. Communicate complex ideas to a diverse audience
D2 Sustain current awareness through review of a range of source material.
D4. Work as part of a team.

Learning outcomes for the award of: PGCert Computing

A1. Describe and evaluate principles, practices and techniques relevant interaction design and user experience.
B2. Apply principles, practices and techniques to solve complex computing problems
C1. Evaluate ideas, methods and systems in a coherent manner
D1. Communicate complex ideas to a diverse audience