Universität für angewandte Kunst Wien
University of Applied Arts Vienna

Social Design Art as Urban Innovation

Curriculum

Master Programme
Duration: 4 Semesters
Programme Number: 066 781

This is the English translation of the original German version. Only the latter is legally binding.

Version: Winter Semester 2020/21

Approved by the Senate of the University of Applied Arts Vienna
on 29 March 2012.

last modified: see University Newsletter (MBl.) NO. 24 dtd 10 April 2020

§ 1. Objectives and principles

The objective of the Social Design master's degree programme is the artistic research of challenges that emerge within urban social systems and the broad spectrum of related issues. The urban situation – taking Vienna and other urban as well as rural contexts as an example – thus represents both the field of work and the yardstick for feasibility of the individual projects. The programme generates links between varied disciplinary expertise and the problems posed by the urban realm.

Hence, working in projects and teams is central to the programme's teaching and learning approach – students are trained to think and work in greater contexts, both on the basis of professional competences acquired in their individual previous studies and in interaction with the competences of other team members.

The projects are designed for immediate impact on the urban environment. Artistic practice in all artistic fields, in synergy with project-related methods and knowledge from the humanities, art, social, economic and health sciences, is seen as a tool for urban innovation. At the same time, artistic practice is reinforced as a positive power in the shaping of society, raising an awareness to take on social responsibility. Students thereby trigger positive and sustainable transformation and contribute to an increase of so-called "change-makers" in society.

Communication and interaction are not only fundamental educational objectives and work methods for the students. Art-based processes of communication and interaction in social systems can also provide social impact and relevance to certain forms of artistic praxis beyond the primarily market-oriented logics of, for instance, creative industries.

Building upon the artistic competences of the University of Applied Arts Vienna (Angewandte), questions and issues that arise in the urban realm are identified and investigated in context with the appropriate artistic and scientific disciplines required.

The academic principle of research-oriented teaching also prompts research cooperation with non-university institutions. The potential of artistic-scientific projects is determined for each specific project and should reflect the requirements stipulated by the persons in charge of planning and public administration.

In addition to cooperation activities with other universities and educational institutions in the scientific sector, it is a stated goal to work with public administration and non-governmental organizations in order to develop and realize specific projects close to the actual social demands.

Networking among students, teachers, and graduates is already actively pursued during the programme and is intended to create opportunities for reflection and support available to all.

§ 2. Legal basis, scope, and academic degree

(1) The Social Design master's degree programme

is assigned to the group "Art Studies" in accordance with § 54, para. 1, Austrian Universities Act 2002. It comprises a total of 120 ECTS, which corresponds to 4 semesters.

(2) Upon successful completion of the programme, the academic title Master of Arts (abbreviated MA) is awarded.

§ 3. Qualification profile

Graduates employ artistic issues, contents, methods and strategies to initiate and develop urban innovation. They are qualified for work fields in connection with the development of urban concepts and their realization within diverse social contexts; they are qualified to collaborate with decision makers and various public and private institutions.

During their studies, graduates –are meant to undergo a process of transformation and growing awarenessenabling them to

- identify and analyse relevant issues,
- work together in competent teams of individuals from different professional backgrounds,
- design effective and socially responsible solution concepts,
- communicate the concepts developed, and
- usually put them into practice in the respective context.

As the master's degree programme is oriented towards graduates who come from a diverse range of previous studies, and who now wish to apply an inter- and transdisciplinary approach to the issues mentioned in the introduction, a particular challenge lies in picking up successfully from the students' varied, existing competences. Appropriate forms of student support are essential: In addition to professionals from different fields of expertise, there are teachers, who are competent in integration analysis and who apply a visionary approach to the issues raised. They will provide suitable subject areas and they will use their understanding of project-related connections to work on identifying these together with the students. Due to the characteristics of this programme, graduates acquire – in addition to the abovementioned professional competences – a significant compatibility with various disciplines, as well as extensive skills in self-organized learning processes.

§ 4. Admission

(1) Prerequisites for admission to the master's degree programme are graduation from a bachelor or equivalent programme at a recognized domestic or foreign post-secondary educational institution and evidence of artistic aptitude in the framework of the entrance examination before the examination board.

(2) The examination consists of two parts. Positive assessment of the first part is a prerequisite for the second part of the examination.

1. Short biography and letter of motivation (written application):
   - Short biography: Applicants provide a written overview of their previous qualifications, competences, and main fields of activity.
   - Letter of motivation: Applicants describe their basic visions for art as urban innovation as well as their expectations of the Social Design programme and how they would apply the competences acquired in this field of study. They also describe in which areas they have their artistic or artistic-scientific focal points, plus explain in which areas they gained project experience – either as part of a bachelor programme, or outside of it.
2. Group work/individual work and discussion (oral-practical):
   - Group work/individual work: In small, randomly composed groups, and as individuals, applicants deal with a specified task and can thereby demonstrate their ability to work in a team.
   - Discussion: On the basis of a brief oral presentation of the submitted letter of motivation with a focus on the artistic and artistic-scientific interests, the artistic aptitude of the applicants is discussed with the examination board – especially their ability to acquire the competences formulated in the qualification profile during four semesters and on the basis of their previous qualifications. Furthermore, there is an opportunity to critically reflect upon the results of the previous parts of the examination.

(3) The entrance examination is passed when all parts of the examination have been positively assessed.

§ 5. Programme structure and subjects

(1) In all four semesters, the programme is organized into:

- expertise elements: In the introductory phase, workshops, and project works, experts – from four internally offered fields of expertise, which can be complemented with external experts upon request – provide impetus on specialised topics and supervise the project-related work process of the students. Plus
- elements providing systematic reflection throughout the programme (see § 9 of the curriculum) which reflect on both study progress and personal objectives.

(2) A one-semester introductory phase is followed by two project semesters. The Master thesis is to be completed in the last semester in the form of a Master project.

(3) For the programme the following core fields of expertise are defined which can be extended through cooperation agreements with other institutions when required:

1. Architecture
2. Fine Arts
3. Design
4. Theory

(4) The central artistic subject pursuant to § 68, para. 2, Austrian Universities Act 2002 consists of the module "Introductory Skills" plus one project work each in subsequent semesters.

§ 6. Teaching language

(1) German and English are the teaching languages of the programme.

(2) Students have the right to use either German or English in their work.

(3) Courses and examinations can be held either in German or in English. The language must be announced to the students before the beginning of the semester.

§ 7. Introductory phase

(1) In the one-semester introductory phase, the fundamental contents of the programme, inter- and transdisciplinary work methods, and project organization and cooperation are conveyed in changing work groups.

(2) The introductory semester amounts to 30 ECTS. It consists of the programme-related reflection (4 ECTS) and Introductory Theory, Introductory Methodology, as well as Introductory Skills (together 26 ECTS). On use of a variety of teaching formats, students learn:

- to identify and develop relevant issues arising from a background of urbanism theories,
- to recognize tasks specific to individual disciplines,
- to take all steps necessary for planning and realizing a transdisciplinary and collaborative project,
- to identify suitable project partners and, applying group-dynamic principles and interdisciplinary capability, to define their own role as well as that of other members in an interdisciplinary team,
- work results are project descriptions (cf. § 8 para 3) for the next project semester and a study portfolio, which show the competences acquired in the preliminary studies and individual study objectives, as the basis for ongoing reflection of the own study progress (programme-related reflection).

(3) Successful completion of the entire introductory phase is a requirement for admission to the first project work.

§ 8. Project work

(1) Project works are to be organized in such a manner that a topic can be examined in the context of several expertises; in this regard, the project is typically developed by a group of students as a joint endeavour. The topic of the project work can be proposed by students, or be derived from current key issues bythe department, or it can also originate fromexternal sources, for instance in the form of an external commission addressed to the department.

(2) The scope of a project work comprises 22 ECTS, which consist of

- project implementation,
- project competences that must be acquired by all of the students participating in the project, and
- individual competences that each participating student needs to integrate into the planned project from the perspective of their native discipline.

(3) Before beginning the project work, students must write a project description containing the topic, the required expertises, the project's main expertise, identifying additional artistic and scientific expertise if such support ist required, the clarification of institutional cooperation partners where applicable and the project and individual competences that need to be acquired. The project description can be updated in the framework of a midterm presentation (cf. § 12, para. 3).

(4) At the suggestion of the student the expertise team appoints a project supervisor from the group of subject-appropriate university teachers or suitable external experts. At the request of the project supervisor the expertise team assigns advising experts, to the extent required by the content and within budgetary resources.

(5) Students are supported in the implementation of the project by the project supervisor, by all experts assigned to the project, and also in the framework of the programme-related reflection if necessary.

(6) In order to acquire project and individual competences, students can make use of the complete range of courses offered at the Angewandte; other means of acquiring the competences (e.g. in the form of an internship or informal learning in the context of the project) are likewise permissible.

(7) The project result, documentation of the project development including critical reflection, and the acquired project and individual competences are elements of the final examination (cf. § 12, para. 2).

§ 9. Programme-related reflection

(1) Programme-related reflection to the amount of 4 ECTS per semester is stipulated in order to adequately support a sound further development of the students' varied initial competences. It consists of the following elements:

1. Students continuously update their study portfolio compiled in the module "Introductory Skills" by documenting the acquired competences and evaluating their progress in view of the desired educational objectives in the programme.
2. During each semester, all students participate in a moderator-directed exchange of experience to provide mutual benefit from individual project experiences. When possible, graduates also participate in this exchange. Thereafter, the project groups for the following semester are discussed and organized.

(2) Students can consult the department teaching staff to discuss on the basis of their study portfolio the realization of individual educational objectives as well as experiences in work processes and team situations. If the demand is high, this consultation can be organized in small groups.

§ 10. Workshops

(1) Each semester, thematic workshops by international experts to the amount of 4 ECTS are organized to ensure the students' ongoing engagement in contemporary international discourse.

(2) Students document their insights from the workshops in their study portfolio.

§ 11. Master thesis

(1) The regulations for the project work also apply for the Master thesis, however, the Master thesis amounts to 26 ECTS. The thesis serves as an evidence of the student's ability to handle content and methods of a particular topic autonomously. (2) Prerequisites for registration to the Master thesis examination before the examination board are the submission of a completed study portfolio and positive assessment of both project works.

§ 12. Examination regulations

(1) Module examinations serve to assess the competences defined for the module. The examinations for the three modules in the introductory semester are held in the form of an examination before the examination board. The members of the board are the teachers involved in the modules. Students present the project sketches made during the introductory semester. During the course of the examination discussion, the chairperson must ensure that the integration of the competences of all three modules is sufficiently covered in the planned projects. A separate assessment of each of the three modules is made on this basis.

(2) Examinations for project works and Master theses are held before the examination board. The board consists of members of the department's teaching staff as well as of other experts assigned to the project. When possible, external persons are also consulted. The assessment is based on the presentation of the results and the developed project design, the project documentation, and the study portfolio. Assessment criteria are the project objectives defined in the project description, the application of the project and individual competences acquired by the student, and the fulfilment of the individual educational objectives in light of the qualification profile.

(3) As far as midterm presentations of project or Master thesis are concerned, the terms of Para 2 apply correspondingly. In such cases, the assessment is replaced by a critical exchange with other students, which may even lead to a mutually agreed amendment of the project description.

(4) The Master examination represents the completion of the master's degree programme. The assessment is based in equal parts on

1. the assessment of the Master thesis and
2. the assessment of the two project works.

§ 13. Department conference, department meeting, and advisory board (statutory regulations)

(1)The department conference is a panel that significantly contributes to a joint decision-making structure and interactive communication between teaching staff and students of the department. The panel's tasks include recommending a department head (see §13, item (2)), as well as nominating the members of the Advisory Board (see §13, item (3))

1 The department conference consists of six members as follows:

1. three representatives from the teaching staff
2. three representatives from the group of students

2 The teaching staff representatives are to be elected based on an equal, immediate, secret and personal right to vote. Those teachers who are part of the department in the upcoming winter semester (cut-off date: 15 June) may be elected as teaching staff representative in the department conference. All of those persons with the entitlement to vote hold three votes each. The three persons with the most votes are the elected representatives; the three persons next in line are the substitute representatives. In each case that results in an equal number of votes, the decision is drawn by lot.

3 The student representatives and their substitutes are nominated by the appropriate body that represents the regular students.

4 The term of office for the department conference is one year, commencing on 1 October of the year in question.

(2)Based on the recommendation of the department conference, the rector is to appoint as head of the department Social Design a suitably qualified person from the group of teachers belonging to that department. The head of department, who in each case is appointed by the rector for three years, is subsequently also in charge of the overall coordination of the Master programme Social Design - Arts as Urban Innovation. Should the department head become unavailable, the holder of this position may recommend a temporary replacement who is equally to be appointed by the rector. Once every semester, the department head informs the department conference about the work programme of the department agendas.

(3)The department head is assisted by an advisory board consisting of experts from both within and outside of the university. The advisory board has three members who are recommended by the department conference. Each time, they are nominated during the summer semester for a term of two years. (simple majority) The advisory board covers the following tasks:

1 Advice on content and organizational matters in respect of conception and realization of the introductory phase, plus in respect of experts to be invited for carrying out the workshops (§ 10) and experts to handle the programme-related reflection.

2 Advice regarding the necessary subject-relevant resources for teaching courses and supervising projects recommendations of suitable persons for specific teaching and supervising tasks based on national and international searches or based on knowledge of the field).

3 The advisory board and the department conference meet once per semester to discuss in each case the agendas of the semester after next.

4 In addition, the members of the advisory board may be tasked to form part of an examination board or to supervise student projects.

(4)In board meetings of the department conference and the advisory board and the meaning of the senate's rules of procedure is applied.

APPENDIX: COURSE OF STUDIES

1. Semester (Einführungssemester / introductory semester)

	ECTS
Einführungsphase *Theoretische Einführung (introductory theory)* *Methodische Einführung (introductory methodology)* *Einführung in Arbeits- und Projektpraxis (introductory skills)*	26
Studienbegleitende Reflexion (reflection)	4
SUMME	30

2. Semester (Projektsemester / project semester)

	ECTS
Projektarbeit (project work)	22
Workshops	4
Studienbegleitende Reflexion (reflection)	4
SUMME	30

3. Semester (Projektsemester)

	ECTS
Projektarbeit (project work)	22
Workshops	4
Studienbegleitende Reflexion (reflection)	4
SUMME	30

4. Semester (Master-Semester)

	ECTS
Masterarbeit (master thesis)	26
Studienbegleitende Reflexion (reflection)	4
SUMME	30

Schematische Darstellung

