

1. Programmes:

Programme Title	BDes/MEDes Product Design
Head of School	Gordon Hush
Head of Department/Programme Leader	Irene Bell
Programme Contact	Irene Bell

Minimum Duration of Study	48 Months
Maximum Duration of Study	BDes. 72 Months, MEDes 84 Months
Mode of Study	Full-time
Award to be Conferred	BDes/MEDes Product Design
Exit Awards	Core Year 1 exit point: Cert HE Year 2 exit point: Dip HE BDes/ MEDes Year 3 exit point: BDes Year 4 exit point: BDes(Hons) Year 4 (MEDes) BDes Hons (unclassified) Year 5 exit point: MEDes
Source of Funding	Scottish Funding Council (SFC)

2. Academic Session:

2017/18

3. SCQF Level:

BDes 7-10 MEDes 7-11

3.1 Credits:

BDes 480 MEDes 600

4. Awarding Institution:

University of Glasgow

5. Teaching Institutions:

The Glasgow School of Art

6. Lead School/Board of Studies:

Innovation School

7. Programme Accredited By:

N/A

8. Entry Qualifications

8.1 Highers	4 Highers ABBB (1 sitting), AABB (2 sittings)
8.2 A Levels	3 A-Levels, ABB, should include modern language (not English)
8.3 Other	International Baccalaureate 30+ points
8.4 IELTS Score Required on Entry	IELTS with an overall score of 6 with no component less than 5.5

9. Programme Scope:

The programme spans 4 years (B.Des) or 5 years (MEDes) in duration, with the two degree pathways sharing a common “core” in years One and Two. The programme covers the spectrum of making practices associated with design across two, three or four dimensions, including the design of tangible services and experiences in the immaterial domain (information), and in Year Two contains a Language Acquisition course in conjunction with Glasgow University. Throughout the B.Des programme the Studio component is complemented by Social Sciences and FoCI courses, with an elective opportunity offered in Year 3. Years Three and Four of the MEDes pathway are specific to the “host” institution in which the student is then situated as part of the two-year academic exchange component.

he disciplinary skills and expertise that constitute Product Design as a *practice* are taught as an emphasis upon *experience*, either that of individuals, groups or user-types as appropriate. This links the methodological and analytical tools developed within the Social Science courses to the disciplinary expertise of studio practice at both a pedagogical and a philosophical level. The B.Des/MEDes programme seeks to encourage *thinking through design*, the use of materials and images to forge an intellectual engagement with the world by combining an analytical approach – research, critique, communication of complexity – with a synthetic capability – exploration of divergent possibilities, multiple material decisions, varying formal potentialities. Studio teaching stresses the cultivation of a capacity for *abductive reasoning* through projects rooted in the opportunity for testing and prototyping. Product Design as a *practice* is taught as an experimental method for engaging with and evaluating the world and its constituent components, which, in turn, offers the opportunity for its modification, manipulation or transformation.

Consequently, the context of PD practice is crucial – social, economic, cultural or technological – in shaping the application of *disciplinary expertise*. Studio projects reflect this through an engagement with materiality, emerging technologies, user/social-engagement, ethnographic

methods and prototyping of outcomes. These projects focus upon the research, conceptualisation and materialisation of artefacts, interactions, services, strategic processes and bespoke experiences through the marriage of design process with an individual design personality.

10. Programme Aims:

The aims of the programme are:

Students can follow one of two degree 'pathways' within the Product Design programme, either B.Des or MEDes. Each of these programmes aims to produce highly skilled product designers with an international perspective, although the particular perspective will vary depending upon which degree pathway a student pursues.

Students on both pathways participate in the *core* programme at stage 1 and stage 2. This where

'core' design skills are developed and students are also introduced to social sciences research methods and foreign language learning. Students apply for one of the pathways at the mid-year point of stage 2. This application is confirmed only after assessment at the end of stage 2. (Students on the MEDes pathway retain the option to rejoin the B.Des pathway (GSA) at both stage 3 and stage 4.)

The B.Des Honours degree aims to produce graduates capable of utilising social science research methods within the design process and engaging with design problems and opportunities through an engagement with the social context of use. The MEDes degree pathway focuses upon producing graduates who can combine a variety of educational and cultural experiences within their design process and can use these experiences to inform their design activities.

Pathway 1 leads to the B.Des Hons (Bachelor in Design) and aims to:

- equip students with the theoretical and practical design skills underpinning a personal design perspective, enabling them to operate successfully within a professional environment

Develop designers who can:

- innovate their thinking and practice to respond to emerging social, economic and technological challenges
- integrate social science content and research methods into product design practice.
- engage in design activity geared towards issues of a social and cultural nature
- demonstrate an informed, ethical and critical position regarding design practice and their role within it
- manifest their thinking as new, desirable and challenging products, services and experiences

Pathway 2 leads to the MEDes (Master of European Design) aims to:

- equip students with theoretical and practical design skills underpinning a personal design perspective, to operate successfully in cross-cultural and inter-disciplinary professional environments

Develop designers who can:

- adapt easily to different design & work environments including their national and cultural contexts.

- develop design outcomes in a cross-cultural and multi-faceted professional context
- grasp different theoretical or methodological paradigms and so extend their professional practice and contribute to the development of the discipline
- demonstrate an informed, ethical and critical position regarding design practice and their role within it
- manifest their thinking as new, desirable and challenging products, services and experiences

10.1 Stage 1 Aims:

Stage 1: Making, Modelling and Using

Stage 1 is common to both the B.Des & MEdes pathways. It encourages students to develop an approach to study based on an engagement with context and forms of use. There is an emphasis upon 2D and 3D making, visualisation of ideas, an exploration of materials and form, and an introduction to concepts such as users, cultural context and social design. There is also an emphasis upon the forging of a cohort and of shared experience; firstly through a 3-day team-building activity and, secondly, through a focus upon peer-learning and critique.

Stage 1 aims:

- To introduce the importance of the design process as the core methodology underpinning the practice of product design.
- To establish a broad understanding of product design as a discipline that encompasses artefacts, interactions, services and experiences.
- To emphasise the role that design plays in our engagement with people and things. To introduce a user-focused research approach to design practice.
- To highlight the value of critical observation in the analysis, representation and communication of artefacts and experiences.
- To develop a range of visualisation methods capable of representing and communicating the function, interaction with and use of designed artefacts by users.
- To develop team-working skills alongside a capacity for autonomous, self-initiated progress.
- To introduce Historical & Critical studies related to Art and Design generally, and to the particular historical and cultural context of the Product Design profession.

10.2 Stage 2 Aims:

Stage 2: Interactions & Experiences (rationale/aims)

This Stage is also common to both B.Des and MEDes courses and builds on the experience of Stage 1, further developing PD skills emphasising the context of *individual user* interaction and *cultural* patterns of use. The address to social context explored in Stage 1 is now structured through the engagement with the research methods of the Social Sciences, particularly the ethnographic techniques associated with Anthropology and Sociology.

Stage 2 extends the introduction to the ‘designing for experience’ framework through a problematising of notions of ‘the user’ and the context of use or interaction with artefacts, services or experiences. This *thinking through making* approach is supplemented by the study of a foreign language, specialist input from the Forum for Critical Inquiry, based around the theoretical and professional definition of the discipline, and that defines Product Design at GSA with foreign language learning and a historical and critical engagement with contemporary cultural issues, especially as they impact upon the discipline of product design. As such, it provides the basis for student choices regarding overseas academic exchange (either B.Des or MEDes) and the professional opportunities that these will underpin in the future.

Stage 2 aims:

- To encourage deeper intellectual enquiry into the role of product design within contemporary society.
- To extend the application of user-research engagement techniques to explore and define more complex social situations.
- To introduce the concept of ‘experience prototypes’ as a means of communicating user-experience in situations where a working prototype is unfeasible, creating the possibility of generating user- feedback capable of being used to refine the design process.
- To develop a range of visual and narrative abilities appropriate to the communication of more complex design propositions.
- To introduce Computer-Aided Design (CAD) as a way of developing new techniques of thinking and making in 3-D.
- To offer opportunities for in-depth exploration of Historical & Critical studies in relation to Art and Design, and the contemporary role of designers – in particular the cultural role of objects as designed artefacts within the constitution of everyday life.
- To facilitate the attainment of linguistic skills that allows engagement with most everyday study, social and “survival” situations in French, German, Italian or Spanish.

10.3 Stage 3 Aims:

B.Des/MEDes degree pathways:

Stage 3 sees students decided upon a degree pathway, either B.Des or MEDes, and this affects the style, form and nature of their learning experience. B.Des students will usually spend between 3 and 6 months on academic placement at a partner institution within the Product Design “Global Exchange network” (ranging from Vancouver to Kyoto to Melbourne). This allows the experience of a different educational, linguistic, national and design culture and an opportunity for reflection and comparison upon returning to GSA. Students return from term/semester exchange in time for either mid-year review or end of year assessment.

Students following the MEDes pathway will take up a one-year academic placement at one of the 6 partner schools (Cologne, Helsinki, Stockholm, Stuttgart, Paris, Milan) where they will follow the (Y3/Stage 3) equivalent of the course they would study were they still at GSA. Students retain the right to return to GSA and the B.Des pathway at any point prior to mid-year review in their fourth year. Progression from Y3 MEDes to Y4 MEDes and acceptance into the second one-year academic placement (agreed provisionally at the Spring workshop) is *contingent* upon a passing grade from the host institution. Failure to secure a passing grade requires a re-sit assessment and possibly, if this, too, is failed, a return to GSA and the B.Des degree pathway.

B.Des Stage 3: Culture, Context and Client

Stage 3 sees an engagement with the philosophy, research methods and tools of the social sciences, the pedagogic and reflective learning opportunities of the global academic exchange programme (see diagram below) and an emphasis upon professional practice and industry working standards through an extensive programme of ‘live’ projects with clients and design consultancies. The stage aims to bring an understanding of the different educational, cultural, professional and epistemological contexts within which contemporary product designers may be called upon to operate.

Stage 3 aims:

- To explore the application of the design process within a moral, political, ethical and economic context.
- To explore the network of social and organisational relationships that frame user-experience.
- To develop visualisation and process-mapping of complex problems and issues as a means of identifying product, service and experience design opportunities.
- To utilise “design thinking” as a tool for cultural and organisational change.
- To apply the methods, theories and knowledge of the social sciences in the generation of design outcomes.
- To develop a professional standard of project management, resolution and communication to an external audience/client.
- -To allow the advancement of students’ critical and analytical skills in historical and critical writing, and the initiation of self-directed research projects.

10.4 Stage 4 Aims:

BDes Stage 4: Autonomy, Creativity, Expertise

The last stage of the B.Des degree pathway aims to help students to develop and display a greater degree of creative autonomy in the practice of product design. In addition to the 'core' practical skills gained in stages 1 and 2, or the exploration of the industrial, professional and trans-disciplinary context of product design practice within stage 3, stage 4 sees students encouraged to develop an individual style and practice. Students are encouraged to identify their relative strengths and weaknesses, particular practical and theoretical interests and professional aspirations. This means working towards developing an individual creative, theoretical and practice-based design process capable of demonstrating their mastery of the 'design for experience' approach to product design and the artefacts, interactions, services and experiences of which it is constituted.

Final year is structured around a process of increasing autonomy in terms of design philosophy, process and outcome: students move from an externally set international 'competition brief', to a thematic area within which they designate an area of interest and formulate a brief, to an entirely autonomous 'self-initiated' project in which subject matter, brief and user-group and determined by individual students in consultation with their tutors.

Stage 4 aims:

- To demonstrate ownership and autonomy through self-directed exploration and individual creative expression within an environment of professional and peer-critique.
- To understand and deploy the design process as the synthesis of research, analysis, development and critique within the context of contemporary design practice.
- To construct and apply a research programme tailored to support a design project and its outcomes. To evidence the value of design in response to a given opportunity or problem.
- To produce both tangible design outcomes and communication to a professional level where their value to business, society and industry is explicit.
- To allow students the opportunity to discuss, analyse and critically reflect upon a social, cultural or design-related phenomenon through the writing of a product design dissertation.

10.5 Stage 5 Aims:

Master of European Design (MEDes) in Product Design

Year 5 MEDes

Upon returning to GSA for MEDes Year 5, which aims to allow students:

- To build upon their exchange experiences in order to develop and express an individual design perspective in response to the international design community.
- To utilise their theoretical and practical design skills within a large-scale project and explore in depth a theme or topic of personal interest.
- To develop confidence in the articulation and communication of design outcomes and the thinking that underpins these.
- To achieve a professional level of aesthetic refinement in prototyping and presentation.
- To develop a design language that incorporates a written component.

11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

- Utilise their diverse pedagogical experience within an individual design practice as a means of formulating and responding to design challenges.
- Demonstrate a research-led, user-focused approach to social and cultural issues through the application of design process and skills.
- Display a historically-rooted and theoretically-inflected design process capable of being applied to artefacts, services or experiences.
- Negotiate and define a large-scale self-directed project that incorporates a thesis-based research element, research component and drives the design development of the 'studio' outcomes.
- Communicate the value of such a design process to an audience of designers, professionals and industry stakeholders.

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- Communicate an understanding of the design process and its application
- Demonstrate an analytical understanding of the role of materiality, form, function and visual language within user engagement with designed products, interactions and experiences
- Convey an understanding of the difference between quantitative and qualitative approaches to research activity and the generation of research findings within the design context
- Demonstrate an understanding of the language and research methods of the social sciences, particularly the ethnographic approach, and their relevance when working with users and their interactions to design products, services and experiences

Applied Knowledge and Understanding

- Subject Specific Skills
- Observe, identify and communicate the user-interaction with products, services and experiences through the use of illustration, story-boarding or scenarios
- Provide evidence of the use of observational and analytical drawing in the analysis and communication of 3-dimensional forms and structures
- Demonstrate the use of drawing and model-making as a means of developing and testing concepts with regard to materials, scale and appropriateness for use
- Communicate the relevance of research findings produced through the application of social science research methods to the design process and the development of project outcomes

Professional Practice: Communication, Presentation, Working with Others

- Transferable Skills
- Engage with user-groups to identify a design opportunity to generate a design concept capable of garnering user-feedback and utilise this within the design process
- Generate a personal portfolio reflecting individual work and communicating involvement within team projects

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- Explore and communicate the complex social situations that shape the experience of products
- Communicate an understanding of how knowledge is produced and communicated using the language and methods of social science, particularly the ethnographic approach

Applied Knowledge and Understanding

- Subject Specific Skills
- Use experience prototypes and visual communication strategies to convey an understanding of 'interaction' and 'experience' within design practice
- Demonstrate an understanding of the basic principles of interaction/interface technologies (Speckled Computing, Arduino, video) and deploy them during the sketch-modelling and design of user interactions or experiences
- Apply 3-D CAD modelling (Rhino) and understand its role in Advanced Prototyping technologies (FDM/CNC/laser-cutting)
- Display the ability to analyse the relationship between people and things using the language of social science
- Demonstrate the application of the knowledge, methods and approaches of the social sciences within the design process as a means of generating concepts and refining/developing prototypes through user-testing

Professional Practice: Communication, Presentation, Working with Others

- Transferrable Skills
- Apply user research within the manufacture of experience prototypes as employed in a professional/industrial context (interface, branding/packaging etc)
- Demonstrate a capacity for acquiring and utilising a foreign language competence capable of supporting academic exchange at a foreign institution or industrial placement

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- Explain and communicate the value of strategic- and systems-thinking within the design process and its role in re-defining service/system provision, engagement and use (covering the stakeholder/supply chain)
- Demonstrate an appreciation of the different theoretical traditions within social science and the methods of generating research findings associated with these through their use within design projects

Applied Knowledge and Understanding

- Subject Specific Skills
- Acquire, critique and employ the design approaches and techniques of industry professionals within specified project/organisational contexts
- Demonstrate an understanding of form, materials and visual language as product qualities appropriate to function, use and interaction
- Demonstrate a broad understanding of the research methods of the social sciences, [particularly the ethnographic approach, and their relevance to designers in pursuit of data relating to users and their interactions with products, services and experiences
- Incorporate the use of social science theory and its lexicon within an appropriate design outcome

Professional Practice: Communication, Presentation, Working with Others

- Transferrable Skills
- Visualise complex processes, problems and interactions that demonstrate the link between design research and the identification of design insights or opportunities and their resolution across a variety of contexts
- Translate design research and its insights into design outcomes (products, services and experiences) that are co-designed with producers/providers, user/consumers and support organisations and capable of implementation by clients
- Exhibit client management skills and an understanding of professional/industrial standards to produce design outcomes, products, services and experiences, that communicate the value of these within a range of value regimes (user-interaction/interface, system/service provision, quality/cost of manufacture etc)
- Communicate an understanding of the critical use of social scientific, analysis of designed goods, service and interactions within contemporary culture

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- Identify and demarcate a distinct area of interest, conduct contextual and user research within this area and define a personal brief that allows for the application of the design process and its resolution as product, service or experience
- Demonstrate an understanding of social science methods, particularly the ethnographic approach, and the manner in which a combination of methods and research tool can inform the generation of multi-causal/factor data and its relevance to the design process
- Offer a critical and reflective analysis of social, cultural or theoretical issues through the writing of a dissertation

Applied Knowledge and Understanding

- Subject Specific Skills
- Demonstrate analytical rigour and commitment to experimentation in the development of concepts, prototypes and outcomes
- Communicate design outcomes within a variety of formats (competition sheets, “viva” or pitched presentation, standalone/exhibit), through the appropriate use of 2-D, 3-D and 4-D computer packages and advanced prototyping techniques commensurate with the expectations of the Product Design industry and valued by other professions

Professional Practice: Communication, Presentation, Working with Others

- Transferrable skills
- Display a capacity to visualise, communicate and outline a design response to complex problems, multiple-user scenarios and client/user expectations and interactions
- Utilise the design process, underpinned by a focus upon user-experience, to manage a project from definition of brief to conclusion; including identifying ambitions, opportunities, stakeholders, milestones, deliverables and allocation of time and resources
- Illustrate the integration of social science research methods within the refinement and development of prototypes through a user-testing process that involves multiple types or groups of user

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

- Demonstrate a research-led, user-focused approach to social and cultural issues through the application of the design process
- Evidence the ability to research an area of contemporary social life and translate this into an area of investigation for designers
- Display an understanding of the key components, specifications and milestones of a design project and communicate these to a design audience

Applied Knowledge and Understanding

- Subject Specific Skills
- Display a historically-oriented and theoretically-informed design process capable of being applied to artefacts, service or experiences
- Produce a design outcome to a professional level of refinement and resolution in order to engage a wide audience

Professional Practice: Communication, Presentation, Working with Others

- Transferrable Skills
- Negotiate, define and defend large-scale, self-directed project comprising a written thesis, research component and designed outcome
- Provide evidence of the integration between the written element, research work and design outcomes within your major project submission
- Communicate the value of your design process and its outcomes to an audience of designers, academics and industry stakeholders through a verbal and written presentation
- Critically evaluate design outcomes relative to the criteria specified within a project brief

12. Assessment Methods:

Assessment and progression within the discipline-based subject is weighted towards studio practice through formative review of project work and Mid-Year but is complemented by written and presentational work (FoCI), which may be either formative or summative. Social Science is also subject to formative review (project) and summative assessment (end of year). The credit weighting of each year in courses (of 10 credit multiples) is available in the handbook and year briefing document as appropriate.

Integrative Assessment

This principle is used in both formative and summative assessment.

Formative Assessment

Ongoing work is monitored in and recorded regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme and relayed as *feedback*. Formative Assessment normally takes place in February at the Mid-Year Review (MYR). The exception to this is Year 1, which operates a *termly* review system; this enables a greater degree of feedback for less experienced students and helps in their acclimatisation to the teaching and learning environment of the GSA. Formative assessment is tied to the “traffic light system” of red, amber, green indicating in a straightforward and visual manner student attainment against specified learning outcomes.

Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and affords guidance on future direction. A ‘Cause for Concern’ can be issued at any point: this highlights any performance concerns and/or risk of failure alongside required ‘Actions’ with a view to helping students raise their performance prior to summative assessment.

Summative Assessment

Summative assessment evaluates individual performance in any and each course for the Stage (Year) in its entirety. Student work submitted for summative assessment is measured against the level learning outcomes and set assessment criteria for each stage of the programme. This Summative Assessment takes place in May/June (except where otherwise specified, such as the Year 1 “cross-school project” course).

13. Learning and Teaching Approaches

Teaching/Learning Methods for Achieving Outcomes

(a) Knowledge and Understanding

- directed study
- self-directed study
- work in progress appointment
- one to one guidance and group guidance
- group work/group tutorials
- lecture
- seminar

- critique
- progress review
- self evaluation / staff evaluation

(B) Practice: Applied Knowledge and Understanding

- technical demonstration
- directed study
- self-directed study
- one-to-one guidance / group guidance
- group work / group tutorials
- lecture
- seminar
- critique
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation

(C) (Generic) Cognitive Skills

- directed study
- self-directed study
- one-to-one guidance and progress check
- lecture
- seminar
- critique
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation

(D) Communication, ICT and Numeracy Skills

- directed study
- self-directed study
- work in progress appointment (recorded)
- one-to-one guidance and progress check
- group work / group tutorials
- progress review
- self evaluation / staff evaluation
- work in progress presentation
- formal presentation
- ICT and Library Induction

(E) Autonomy, Accountability and working with others

- directed study
- self-directed study
- work in progress appointment (recorded)

- one-to-one guidance and progress check
- group work / group tutorials
- seminar progress review
- self-evaluation / staff evaluation / peer evaluation
- work in progress presentation
- formal presentation

14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

Art and

Design: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement---Art-and-design-.aspx>

15. Additional Relevant Information:

There are dedicated library holdings based around product design, social sciences and the contemporary philosophy of design as it relates to contemporary culture held within the GSA library. These are either circulated as part of a general reading list (course/year handbook) or, where appropriate) as part of project reading lists.

Mac computers are situated in the PD studios to provide the relevant software (3-D CAD) you will require when studying PD at GSA. These IT facilities are supported by Technical Services.

International Exchange [relevant to BDes (Hons) Product Design only]

Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and will normally be for the duration of one Semester (15 weeks) either Semester 1 or Semester 2.

In order to be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 in the formative studio component. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider their application and discretion may be exercised.

Students who are interested in going on international exchange are advised to attend the departmental briefing session which will be arranged by the Exchanges Officer. Following on from that briefing session, students should discuss their application with the Programme Leader with a view to gaining approval sufficiently in advance of exchange application deadlines. Should a student be granted approval to go on international exchange they must complete and submit for the Programme Leader's approval a Learning Agreement which outlines their programme of study and credit transfer relative to their studies on exchange.

Students must negotiate with the Programme Leader any differences between start and end dates of GSA's Semester and the exchange period and agree how this will be managed – to ensure that the terms of the Learning Agreement are met without impacting upon study of GSA courses, either prior to or post the exchange period.

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement, at which time associated credits will be transferred.

In exceptional cases, students may request that an exchange be extended. However, permission must be granted by the Board of Studies in advance.

16. Programme Structure and Features:

Course	Description	Credits	Total
Year 1 BDES			
UPRD101	PRODUCT DESIGN – BDES 1 – MAKING , MODELLING & USING	80	
UPRD102	PRODUCT DESIGN – DH&T 1 – PLACES, ECONOMIES, CULTURE	10	
UPRD104	PRODUCT DESIGN – CROSS SCHOOL COURSE	10	
UPRD105	PRODUCT DESIGN – SOCIAL SCIENCE	10	
UPRD106	PRODUCT DESIGN – DH&T 1 – FROM THE CLASSICAL TO THE	10	120

POSTMODERN			
Year 2 BDES			
UPRD201	PRODUCT DESIGN – BDES 2 – INTERACTIONS AND EXPERIENCE	80	
UPRD202	PRODUCT DESIGN – LANGUAGE FOR PD	10	
UPRD203	PRODUCT DESIGN – SOCIAL SCIENCE 2	10	
UPRD204	PRODUCT DESIGN – DH&T 2 – EXPLORING CULTURES IN IN ART, DESIGN & ARCHITECTURE	10	
UPRD207	PRODUCT DESIGN – DH&T 2 – ORIGINS, HISTORIES & CONSEQUENCES OF DESIGN	10	120
Year 3 BDES/MEDES			
UPRD301	PRODUCT DESIGN – BDES 3 – CULTURE, CONTEXT & EXPERIENCE	80	
UPRD302	PRODUCT DESIGN – SOCIAL SCIENCE 3	10	
UPRD305	PRODUCT DESIGN – DH&T 3 – APPROACHES TO RESEARCH IN ART & DESIGN CRITICISM	10	
UPRD306	PRODUCT DESIGN – DH&T 3 – CONTEXTS OF CRITICAL INQUIRY IN DESIGN	10	
UPRD303	PRODUCT DESIGN – DESIGN THEORY	10	120
Year 4 BDES			
UPRD401	PRODUCT DESUGN – BDES 4 – AUTONOMY, CREATIVITY AND EXPERTISE	80	
UPRD402	PRODUCT DESIGN – DISSERTATION	30	
UPRD403	PRODUCT DESIGN – SOCIAL SCIENCE 4	10	120
Year 4 MEDES			
UPRD404	PRODUCT DESIGN – EXCHANGE OUT	120	120
Year 5 MEDES			
UPRD501	PRODUCT DESIGN – MEDES 5 – MASTERING DESIGN	80	
UPRD502	PRODUCT DESIGN – DISSERTATION	30	
UPRD503	PRODUCT DESIGN - PROFESSING PRACTICE	10	120

17. Can exemptions be granted?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, please explain:
N/A

18. Does the programme comply with GSA APEL policy?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
GSA recognises that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the

published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere

If no, please explain:

N/A

19. Are there any arrangements for granting advanced entry?

Yes No

If yes, please explain:

Students can apply for "advanced", non-Year 1 entry if they have appropriate qualifications, professional experience or folio. The year of entry would be determined by these factors.

20. Are there any arrangements for allowing students to transfer into the programme?

Yes No

If yes, please explain stating requirements and levels to where this can apply:

Students can transfer from other GSA courses into an appropriate year of B.Des/MEDes by portfolio submission. Students can also transfer into B.Des from outwith GSA if they have the appropriate admissions qualifications and a suitable portfolio.

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes No

If yes, please clarify:

Students can transfer from MEDes back into B.Des if they wish prior to 2nd semester of their second year-long academic exchange (usually Jan/Feb). Students can also transfer into other GSA programmes if they are accepted by the designated programme.

22. What are the requirements for progressing from each stage?

Progression from one stage to the next relies upon passing all courses with a grade of **D** or better.

23. Please confirm that the programme follows GSA Examination Board policy and procedures,

including External Examiner participation:

Yes No

A full list of current GSA External Examiners for all programmes can be found at the following link:
<http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/external-examiners/>

If no, please explain:

N/A

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

Responsibility for the conduct of the programme rests with the Programme Leader. A Staff/Student Consultative Committee meets to consider operational matters, while the appropriate GSA (Final) Examination Board is responsible for the award of the degree and for issues relating to progression. All committees connected to the Programme operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. The Staff/Student Consultative Committee reports to the Innovation School Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee. The GSA's Academic Committee Structure is published on the GSA website.

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

Quality assurance of student learning experience is guaranteed by the Annual Programme Monitoring (APM) process produced under the auspices of the University of Glasgow, and incorporating the role and duties of the External Examiners for both Studio and Social Science components of the programme. In addition, the FoCI component is monitored by a separate External Examiner and tracked through the FoCI APM process. These processes, which detail annual course operation, capture student feedback, and address logistical issues around course delivery and provision are produced by the departmental or course teams, reviewed by Head of School and submitted to Boards of Study (which has student representation) and then UG/PG committee before being passed to the University of Glasgow for scrutiny.

The GSA committee structure can be found at the following link:
http://www.gsa.ac.uk/media/875399/GSA_Committee_Structure_Web.jpg

b) Student feedback and representation

There are two modes of student feedback within the B.Des/MEDes programme: direct, in which one or more students can approach staff or the Head of Department/Programme Leader to raise and discuss any issue (usually either personal or pressing in terms of course operation/delivery); or, indirect, in which the Staff Student Consultative Committee (SSCC), held in each semester, provides a

forum to raise on-going or important but not necessarily urgent issues (e.g. workshop access/hours), with the course team. This forum leads to a local resolution of the issue or the discussion point being passed to the Design School Board of Study, if it can not be resolved locally, or requires concerted action across one or more programmes of study.

c) Programme based student support

In anticipation of the learning and teaching support needs of a cohort which is likely to include ESL students and, dyslexic students, the programme will employ GSA standard briefing guidelines to ensure a clear understanding of the teaching and learning experience.

Briefs will be dyslexia-friendly (coloured paper) and use plain language (therefore clearer for all students). Academic and support staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and online resources will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear and relate directly to those in the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students (highlighting key dates) to assist them manage their studio and independent study time effectively.

Incoming

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during the academic year.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies. Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare, which may affect their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

Both incoming MEDes and bachelor exchange students participate in a PD-specific orientation programme, in addition to the GSA process. Every student receives a briefing, a one-to-one tutorial with the PD exchange officer, a health & safety induction and has a team-project as their first piece of academic work.

Outgoing

MEDes students on academic exchange at partner schools are monitored every 6 months by the MEDes Academic management team (one member from each school), and have the opportunity of distance tutorials (Skype) with the PD exchange coordinator (Janet Kelly) at any point. Equally, any students who were borderline (C3) when they went out on academic exchange are required to engage in a monthly distance tutorial.

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