

*Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2019/2020 Academic Year*

**1. Programmes:**

<b>Programme Title</b>	<b>UCAS Code (Completed by Registry post approval)</b>	<b>GSA Code (Completed by Registry post approval)</b>
<b>Master of Design in Design Innovation &amp; Citizenship</b>	<b>Not Applicable</b>	<b>MDDESCTFT1</b>
<b>Master of Design in Design Innovation &amp; Service Design</b>	<b>Not Applicable</b>	<b>MDDESSDFT1</b>
<b>Master of Design in Design Innovation &amp; Environmental Design</b>	<b>Not Applicable</b>	<b>MDDESEDFT1</b>
<b>Master of Design in Design Innovation &amp; Interaction Design</b>	<b>Not Applicable</b>	<b>MDDESIDFT1</b>
<b>Master of Design in Design Innovation &amp; Transformation Design</b>	<b>Not Applicable</b>	<b>MDDESTDFT1</b>
<b>Master of Design in Design Innovation &amp; Collaborative Creativity</b>	<b>Not Applicable</b>	<b>MDDESCCFT1</b>

<b>Head of School</b>	Dr Gordon Hush
<b>Head of Department/Programme Leader</b>	Dr Emma Murphy / Don McIntyre
<b>Programme Contact</b>	Dr Emma Murphy / Don McIntyre / Dr Iain Reid

<b>Minimum Duration of Study</b>	12 months
<b>Maximum Duration of Study</b>	12 months
<b>Mode of Study</b>	Full-Time
<b>Award to be Conferred</b>	Master of Design in Design Innovation & Citizenship Master of Design in Design Innovation & Collaborative Creativity Master of Design in Design Innovation & Environmental Design Master of Design in Design Innovation & Interaction Design Master of Design in Design Innovation & Service Design Master of Design in Design Innovation & Transformation Design

<b>Exit Awards</b>	<p>PG Cert, PG Dip (Specialism), M.Des (Design innovation)</p> <p>Exit at PG Cert is prior to Specialist study, therefore the Specialist area is not specified in the award title.</p> <p>Exit at PG Dip occurs after Specialist study and is therefore part of the named award.</p> <p>Exit at M.Des achieved by accumulation of 180 level 11 SCQF credits without a minimum of 105 Credits in a nominated specialist area will result, in exceptional circumstances, in the award of M.Des Design Innovation (M.Des DI) with no named specialist area of study.</p>
<b>Source of Funding</b>	SFC, Personal

<b>2.Version</b>	<b>Session</b>	<b>Date of Approval</b>
19.20.01	2019/2020	

<b>3. SCQF Level:</b>
Level 11

<b>3.1 Credits:</b>
180

<b>4. Awarding Institution:</b>
University of Glasgow

<b>5. Teaching Institutions:</b>
Not Applicable

<b>6. Lead School/Board of Studies:</b>
Innovation School

<b>7. Programme Accredited By:</b>	
Not Applicable	
<b>8. Entry Qualifications</b>	
<b>8.1 Highers</b>	Not Applicable
<b>8.2 A Levels</b>	Not Applicable
<b>8.3 Other</b>	Bachelors Honours Degree or equivalent
<b>8.4 IELTS Score Required on Entry</b>	IELTs 6.5 overall, with a minimum of 6.0 in each component

<b>9. Programme Scope:</b>
<p>The Master of Design (M.Des) in Design Innovation programme provides an academic framework for postgraduate students to engage with the craft of user-led and co-created innovation in design practice across a variety of fields and in widely differentiated social, economic, technological and industrial contexts. The programme responds to the changed context within which design practice occurs in the 21<sup>st</sup> century, a context within which the discipline-based skills of the product designer, ceramist, visual communicator or textile designer must sit alongside the working practices and expertise of a professionally-diverse and often globally-dispersed workforce.</p> <p>The programme seeks to develop design practitioners, graduates and professionals who are capable of operating in contemporary collaborative working environments, utilising the skills and knowledge of others and responding in a reflective and sympathetic manner to the demands, constraints and opportunities afforded by the context within which design practice occurs. Candidates on the Design Innovation programmes (suite of named awards) will become trans-disciplinary practitioners who can respond to both the demands of local communities and those of multi-national corporations, to technology driven change and the socio-economic aspirations of diverse stakeholders, as they seek to innovate the artefacts, services and experiences that constitute the experience of modern life.</p> <p>The M.Des in Design Innovation aims to furnish students with the research skills and methods for stimulating design-led innovation through a combination of tutorials, seminars, workshops, and autonomous design and research projects. The programme aims to identify emerging areas of design practice, stimulate innovative thinking in response to these areas and to develop theoretical, methodological and practice-based approaches that will assist designers in responding to the challenges presented by contemporary society, economy and technology. In doing so, it will equip its graduates with the practical and intellectual skills required to deploy design practice within a variety of social, economic and technological contexts and transform the experience of those who utilise, interact with or depend upon designed artefacts.</p> <p>The programme encourages students to identify historically novel or nascent areas in which the complexity of contemporary life threatens to overwhelm any existing solutions, systems, services or</p>

design responses and to pioneer collaborative and user-led solutions for these through the deployment of design innovation strategies and creative thinking. This requires that contemporary designers become adept in conceiving of, conceptualising and communicating complex problems and in identifying the social and contextual dimensions of the engagement between people, materials and technological practices, and the opportunities afforded by such engagements. The programme of study is aimed at postgraduate students who wish to expand and develop their creative practice through an exploration of user-led, collaborative and research focused techniques of design innovation. Students completing the programme will have developed the capability to respond confidently to theoretical, conceptual and technological challenges that arise through their creative practice, as well as having attained a high level of technical ability in the application and use of tools within social, technological and professional contexts. Students will also have achieved an awareness of the historical, theoretical and methodological novelty of such approaches and the manner in which these are linked to the social, economic and technological arrangements of 21<sup>st</sup> century life and the challenges and opportunities that it presents.

Students are asked to locate their developing professional and personal practice within a specialist pathway that responds to the circumstances and challenges offered by contemporary society: either, *Service Design*, as an exploration of design in the immaterial sphere; *Environmental Design* which explores the demarcation of contemporary spaces and place-making; *Citizenship*, which affords an investigation of the role of the designer beyond the traditional professional organizational model as a means of collaborative innovation; *Collaborative Creativity*, *Transformation Design*; *Interaction Design*

The programme is delivered via a series of taught workshops, tutorials, set and elective projects, lecture and seminar based sessions and self-directed learning. The emphasis of the programme rationale is on the interplay between user-led practices of design innovation, underpinned by theoretical research, and the social, technological and economic context of contemporary design practice. Students will be expected to engage in a high level of self-directed learning, research and independent critical reflection, as well as participating in the taught elements of the course of study.

This programme prepares students for three possible future directions: entry into a professional design consultancy environment; work as an independent designer/consultant; or further academic study by research. Opportunities for further research can be accessed within the Glasgow School of Art or in the greater academic community and will be driven by the ethos of research underpinning the programme.

#### 10. Programme Aims:

The aims of the programme are:

The **Master of Design (M.Des) in Design Innovation** aims to provide a programme of study which will enable students to:

- engage with the theoretical underpinnings and the language of design innovation through lectures, seminars, viewings and project work;
- develop an understanding of the contextual and historical evolution of design innovation practices and techniques and relate these to current philosophies and best practice in the field;
- investigate the conceptual and aesthetic basis of current and design innovation methodologies through the evolution and realization of original work, both individual and group-based;
- develop and demonstrate an understanding of research methodologies and realisation

processes within the field of design innovation;

- expand the existing disciplinary boundaries of design practice through the application of design led innovations in technology, social interaction and industrial practice through the development and realisation of challenging, concept-driven research projects;
- develop a research project that allows exploration of individual research interests, theoretical debates and professional models of contemporary design activity;
- acquire and demonstrate an understanding of professional practice within the field of design innovation across a variety of fields and articulate this through a practical research project and/or thesis submission.

#### **10.1 Stage 1 Aims:**

The **Postgraduate Certificate in Design Innovation** aims to offer each student the opportunity to:

- introduce the theory and practice of design innovation as an approach to contemporary design problems and issues
- facilitate trans-disciplinary and collaborative working projects with a variety of stakeholders in differing organisational and cultural contexts
- gain an understanding of the key principles of user-led design theories and methods and their application within the professional context;
- convey the value of the tools, methods and approaches of design innovation within specific knowledge and practice domains through inter-disciplinary project work
- achieve an understanding of the key principles of design innovation as a collaborative process through the generation of research data, its documentation and dissemination in published form;
- attain core skills in advanced critical and theoretical debates as they pertain to contemporary socio-economic models of technology and its utilisation by design practice;
- acquire and develop an understanding of research methodologies and their application within design projects and process.

#### **10.2 Stage 2 Aims:**

The **Postgraduate Diploma in Design Innovation** aims to offer each student the opportunity to:

- develop and display a critical knowledge of design innovation, its theory and principles, articulated through the production of group practical project(s);
- acquire and demonstrate knowledge of design innovation through its application within a specific pathway or area of design practice, e.g. Service Design or Transformation Design;
- attain an understanding of design innovation as a tool for creative collaboration and the generation of social or economic value within a specific context or domain;
- gain a reflective understanding of design innovation as a method of group working and problem solving through practical project(s);
- acquire knowledge of design innovation as a means of harnessing technological potential within user-led collaborative enterprises, e.g. Interaction Design;
- attain a critical understanding of design innovation as a tool for research focused activity aimed at generating non-economic forms of value, e.g. Environmental Design;
- acquire and develop a critical knowledge of the history and cultural context of design innovation as a means of reflecting upon personal creative and specialist practice (for instance, Service Design or Collaborative Creativity) stimulating shared learning experience;
- generate through a research proposal a suitable project for Masters level, Stage 3, in relation to

design innovation as a contemporary social, economic or technological practice.

### **10.3 Stage 3 Aims:**

Stage 3 of the **M.Des in Design Innovation** aims to offer each student the opportunity to:

- demonstrate through the realisation of an individual or group research project a comprehensive and professional understanding of production methodologies and techniques in a specialist area within the field of Design Innovation;
- demonstrate through the production of a research focused user-led project (either design outcomes or essay) an understanding of the theory, methodologies and strategies of design innovation within contemporary society;
- demonstrate, through a written report, a critical and analytical reflection on the processes and research embodied in the research project.

### **10.4 Stage 4 Aims:**

Not Applicable

### **10.5 Stage 5 Aims:**

Not Applicable

## **11. Intended Learning Outcomes of Programme:**

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

- utilise the theory and language of design innovation within critique, debate and communication of design project work and its discussion
- apply the concepts and aesthetic criteria of design methodologies and theories of innovation to a discussion of contemporary design practice and its application within specialist fields.
- demonstrate an understanding of contemporary research methods, methodologies and practices through their application to project work within the field of design innovation
- extend the disciplinary debates and practices of design innovation through their application to project work, both individual and group, in the areas of service design, technological innovation, social engagement or industrial practice.
- deliver a design project that demonstrates an exploration of individual or group research, user-led co-creation and professional standards of resolution and communication.
- communicate a personal design process within the context of contemporary professional practice through the delivery of a research/design project or thesis and its exploration of an area of design innovation (such as Service Design).

### 11.1 Intended Learning Outcomes of Stage 1

#### **Knowledge and Understanding**

A knowledge of the contemporary context within which design practice occurs (technological, aesthetic, economic and theoretical).

An appreciation of the role of innovation and design as drivers of social and economic change.

#### **Applied Knowledge and Understanding**

Demonstrate the capacity to produce an artefact or essay-based response to contemporary theoretical and technological debates in reference to debates around *innovation*.

Display a critical understanding of relevant concepts, principles, research methods and methodologies through project work and design practice.

Acquire an understanding of key production processes used within the creative industries and their relationship to contemporary innovation strategies.

#### **Professional Practice: Communication, Presentation, Working with Others**

Communicate to others the key principles of research methodologies and their application within the research process.

Communicate to others the underlying theoretical and practical framework within which contemporary design activity occurs.

Develop inter-disciplinary and group working skills through the completion of practical projects and their role in the formulation of an individual perspective.

### 11.2 Intended Learning Outcomes of Stage 2

#### **Knowledge and Understanding**

A critical knowledge of design-led innovation techniques within contemporary culture and industry evidenced through an engagement with a specific theme or area.

A detailed knowledge of appropriate methods and techniques applied to a written design innovation research proposal and its execution.

Develop an in-depth knowledge of the social, technological and industrial drivers of innovation in contemporary culture.

#### **Applied Knowledge and Understanding**

Demonstrate a significant range of core skills, techniques and practices associated with design innovation techniques and strategies within the execution of a team project.

Demonstrate an understanding of design innovation through the presentation of suitable practical

and theoretical project work as it pertains to a specialist field of study, such as Citizenship or Collaborative Creativity.

**Professional Practice: Communication, Presentation, Working with Others**

Communicate to others a critical knowledge of appropriate research methods and their comparative efficacy.

Communicate to others a developed understanding of the role of research methods within specific design domains (e.g. Service Design).

Communicate to others a critical knowledge and awareness of the roles and responsibilities of participants in the design innovation process.

Further develop group working skills at a strategic level through the completion of practical projects.

**11.3 Intended Learning Outcomes of Stage 3**

**Knowledge and Understanding**

Plan and execute a significant research project that investigates either individual or group themes within the field of design innovation and its relation to a specific facet or form of contemporary culture, such as Interaction Design or Environmental Design

**Applied Knowledge and Understanding**

Demonstrate the role of and reflect upon the use of design led innovation within an individual or group Masters project.

Demonstrate a critical and analytical reflection on a Masters project (either essay or design outcomes) utilising text, images and tabular data as appropriate.

**Professional Practice: Communication, Presentation, Working with Others**

Demonstrate to others a critical knowledge of key innovation processes used within the creative industries through the production of a Masters research project and/or thesis.

Communicate to a specialist audience a critical and reflective knowledge of the design innovation process within a particular design domain through the execution of a Masters research project, such as Interaction Design.

Communicate to a specialist audience a critical and reflective knowledge of the design innovation process applied to a particular design domain.

Demonstrate the ability to reflect critically on the role of group dynamics and individual role or contribution as part of the production of a Masters project.



**11.4 Intended Learning Outcomes of Stage 4**

Not Applicable

**11.5 Intended Learning Outcomes of Stage 5**

Not Applicable

**12. Assessment Methods:**

There are three summative assessment points throughout the programme, each representing an exit qualification. These points are comprised of the assessments made within the specific courses followed by students within that Stage of the programme.

Students may exit the programme with a **Postgraduate Certificate** after successfully completing Stage 1, or a **Postgraduate Diploma** after successfully completing Stage 2. Interim awards will need to be surrendered if a student resumes their studies and successfully achieves a higher exit award. Successful completion of Stage 3 will result in the conferment of a **Masters in Design (M.Des)** in the specified area, such as Service Design.

Each course comprises both formative review and summative assessment. The assessment vehicles vary by course, but would encompass essays, presentations, project work and portfolio etc.

**13. Learning and Teaching Approaches:**

Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

The principle teaching strategies employed on this programme are:

- **Self Directed Learning and Research**  
In line with other taught postgraduate programmes at GSA, significant emphasis in the Design Innovation programme is placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. This is further developed by the focus upon pathway specialism, which emphasises autonomy, reflection upon personal learning and self-directed project work within a collaborative environment.
- **Lectures and Seminars**  
Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical studio work. Lectures also have the broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self directed learning or research.
- **Design Workshops / Studio Sessions**  
Design workshops are practical classes in which ideas from lectures and seminars may be tested out, or new concepts introduced and explored. These may range from IT sessions in which students are introduced to particular pieces of software, to practical modeling classes in which prototypes are designed and iterated, alternatively they be “masterclasses” in which leading

academics or industry figures introduce cutting edge theory or practice to the cohort. Depending on the focus of the workshop, students may work independently or in groups.

- **Critiques**  
The critique (or 'crit') is an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers, tutors and stakeholders or clients through appropriate visual and verbal means (models, portfolios, powerpoint, and so on). The crit enables the development of key presentation skills, and encourages students to give constructive feedback regarding each others' work, and an opportunity to debate user or academic input. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions within a reflective discursive framework.
- **Tutorials**  
The tutorial system is designed to provide academic support through individual meetings with staff. At these one-to-one meetings, individual projects and pieces of work are discussed, as well as progress on the programme overall. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.
- **Guest Speakers**  
Input from visiting lecturers and guest speakers will enable Design Innovation students access to, and understanding of, relevant contemporary practice, research and commercial contexts.
- **Assessment**  
Formative and summative assessment strategies are employed through the Design Innovation programme. Formative and summative assessment feedback operates to guide students in improving their work, including interpersonal skills, formal presentation abilities, and academic writing and research.

#### Winter School

A 2 week intensive workshop exposes students to visiting faculty from other institutions from Europe and elsewhere in the world. This takes place at the Innovation School Campus in the highlands just outside Forres. This gives students the opportunity to meet with other students from partner institutions such as Audencia University and Koln International School of Design and to hear about the work through a series of talks from visiting staff from such institutions. The briefs for the Winter School project vary from year to year and, for GSA students, are intended to give them a research grounding for their Studio 2 project.

Students will be contacted in the pre-arrival period to access additional material about their programme.

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

The Design Innovation programme and the six specialist pathways leading to named awards (e.g. Design Innovation & Service Design) accords with the QAA statement regarding Masters level education:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Masters-degree-characteristics.aspx>

Further the programme is aligned with the Level 11 Descriptors provided by the SCQF governing attainment during Masters level study, available here:

[http://www.scqf.org.uk/content/files/SCQF\\_Level\\_Descriptors\\_for\\_website\\_-\\_Feb\\_2010\(2\).pdf](http://www.scqf.org.uk/content/files/SCQF_Level_Descriptors_for_website_-_Feb_2010(2).pdf)

**15. Additional Relevant Information:**

The MDes Design Innovation programme and its specialist “pathway” structure allows students to explore the application of design skills, thinking, process and methods in contexts beyond that traditionally conceived of as the domain of design practice. Consequently, it opens up new avenues for students upon graduation, offering employment opportunities in emerging fields and occupations, or allowing DI graduates entry to professional arenas otherwise closed to design graduates.

## 16. Programme Structure and Features:

As previously indicated, the Programme comprises six Specialist Pathway routes, which allow students to direct their studies towards particular personal and professional goals and explore specific contexts of practice (Service Design; Interaction Design; Collaborative; Creativity, Transformation Design; Environmental Design; and, Citizenship). The pathway specialism is identified during the application process – *prior to admission* – to improve staff engagement with the application and portfolio submitted, and to identify the appropriate fit between student, specialism and programme. However, transfer between Pathways is possible, providing an appropriate number of Credits has been accumulated.

Study is organised by Stage, with each Stage comprising 60 Credits at Level 11 (Masters), achieved through Courses weighted in multiples of 20 credits (e.g. 20, 40, 60). In the M.Des Design Innovation programme Stage 1 is comprised of 3 compulsory or core courses: Core Research Methods for Postgraduate Students (20 credits); and Parallel Project (40 credits). Upon achieving the Intended Learning Outcomes attached to each course the student receives the requisite number of credits.

Access to studio facilities and technical facilities required to support study upon these Courses will replicate those available in Glasgow as closely as is reasonably possible (and where replication is not possible additional access/resource/support will be provided to ensure *parity* of experience will be provided), with extended opening hours at appropriate times of year.

### Teaching & Learning Experience

The GSA PGT study experience is rooted in disciplinary specificity or exploration of clearly defined cognate areas combined with the study of Core Research Methods or CRM (Stage 1) and an opportunity for Elective study (Stage 2) creating a focus upon individual and self-directed study of a significant piece of work with an appropriate Supervisor(s) in Stage 3. In general, PGT students undertake a CRM elective (Stage 1). While in Stage 2 a range of Elective options are offered across GSA PGT. This is an on-going issue for the “distributed academy” and one that is being explored to improve student experience all GSA sites (currently, Glasgow, Singapore and Forres).

Those students situated on campuses beyond Glasgow, such as the Creative Campus in Forres, will have a distinctive teaching and learning experience predicated upon an engagement with a small-scale research focused on the study environment. While the range of electives available to such students will not necessarily be numerically equal to those available in Glasgow, the range of study options will be appropriate and bear directly upon the programmes of study being pursued. Students on the Creative Campus will choose their Elective classes in discussion with the programme team and experience a series of tailored opportunities for cross-programme study and dialogue.

M.Des Design Innovation & Environmental Design: Stage 1				
Course	Prog Year	SCQF Level	Credits	Core/Optional

Core Research Methods	1	11	20	Core
Parallel Project	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Certificate in Design Innovation			

	M.Des Design Innovation & Environmental Design: Stage 2			
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional
Studio 2 (EnvD)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Environmental Design			

	M.Des Design Innovation & Environmental Design: Stage 3			
Course	Prog Year	SCQF Level	Credits	Core/Optional
Master's Research Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Environmental Design			

	M.Des Design Innovation & Service Design: Stage 1			
Course	Prog Year	SCQF Level	Credits	Core/Optional
Core Research Methods	1	11	20	Core

Parallel Project	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Certificate in Design Innovation			

M.Des Design Innovation & Service Design: Stage 2				
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional
Studio 2 (SD)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Service Design			

M.Des Design Innovation & Service Design: Stage 3				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Master's Research Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Service Design			

M.Des Design Innovation & Citizenship: Stage 1				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Core Research Methods	1	11	20	Core
Parallel Project	1	11	40	Core
Total Credits			60	

Exit Award	Postgraduate Certificate in Design Innovation			
	M.Des Design Innovation & Citizenship: Stage 2			
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional
Studio 2 (Citz)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Citizenship			
	M.Des Design Innovation & Citizenship: Stage 3			
Course	Prog Year	SCQF Level	Credits	Core/Optional
Master's Research Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Citizenship			
	M.Des Design Innovation & Interaction Design: Stage 1			
Course	Prog Year	SCQF Level	Credits	Core/Optional
Core Research Methods	1	11	20	Core
Parallel Project	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Certificate in Design Innovation			



M.Des Design Innovation & Interaction Design: Stage 2				
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional
Studio 2 (InterD)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Interaction Design			

M.Des Design Innovation & Interaction Design: Stage 3				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Master's Research Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Interaction Design			

M.Des Design Innovation & Transformation Design: Stage 1				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Core Research Methods	1	11	20	Core
Parallel Project	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Certificate in Design Innovation			

M.Des Design Innovation & Transformation Design: Stage 2				
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional
Studio 2 (TD)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Transformation Design			

M.Des Design Innovation & Service Design: Stage 3				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Master's Research Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Transformation Design			

M.Des Design Innovation & Collaborative Creativity: Stage 1				
Course	Prog Year	SCQF Level	Credits	Core/Optional
Core Research Methods	1	11	20	Core
Parallel Project	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Certificate in Design Innovation			

M.Des Design Innovation & Collaborative Creativity: Stage 2				
Course	Prog Year	SCQF Level	Credits	Core/Optional
PG Elective	1	11	20	Optional

Studio 2 (CC)	1	11	40	Core
Total Credits			60	
Exit Award	Postgraduate Diploma in Design Innovation & Collaborative Creativity			
	M.Des Design Innovation & Collaborative Creativity: Stage 3			
Course	Prog Year	SCQF Level	Credits	Core/Optional
Masters Project	1	11	60	Core
Total Credits			60	
Exit Award	M.Des in Design Innovation & Collaborative Creativity			

**17. Can exemptions be granted?**

Yes       No

If yes, please explain:

Under exceptional circumstances, where and when appropriate and in agreement with the Board of Studies Exemptions based upon personal circumstance and academic performance and history may be granted.

**18. Does the programme comply with GSA APEL policy?**

Yes       No

If No, please explain:

**19. Are there any arrangements for granting advanced entry?**

Yes  No

If yes, please explain:

**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 within the Design Innovation “suite” can transfer between programmes or awards upon a successful conclusion to Stage 1 (PG Cert), with their prior credit attainment being recognised as valid and pertinent to Stage 2 study through consultation with the Programme Leader/Co-ordinator. Students within GSA may also transfer into Stage 2 if their prior academic performance and attainment is deemed appropriate. This would occur only under exceptional circumstance and by negotiation with the Programme Team.

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

Yes  No

If yes, please clarify:

The accumulation of SCQF Level 11 credits would enable students to transfer *internally* within the DI portfolio – to other named awards – or, if deemed appropriate, to other PG Programmes within GSA, by negotiation with the PG Co-ordinator.

**22. What are the requirements for progressing from each Stage?**

The criteria of assessment and progression are linked directly to the learning outcomes for the PgCert, PgDip and Masters Stages of the programme.

Progression to the next Stage of study is dependent upon attainment of the specified Intended Learning Outcomes in the assessed projects and coursework, and in the final submission for the Research Project (or in the case of those exiting at Postgraduate Certificate or Postgraduate Diploma level, for the assessed projects and coursework at the requisite Stage).

For all three Stages of the programme, students will normally be assessed on the presentation of practical work, written submissions and/or verbal presentations. Each course will be examined against its specific Intended Learning Outcomes, as outlined in the relevant section (above), and accumulation of the SCQF credits that these confer.

**Pg Cert:** At the end of Stage 1, for those wishing to exit with a Pg Cert, assessment based on practical and/or written work will take place.

**PG Dip:** At the end of Stage 2, assessment provides a point for those wishing to exit with the Pg Dip. Assessment consists of a review of practical and/or written work.

At this Stage of the programme, students can elect to continue their study at Masters Level. All students selecting this option must complete a proposal of study for the final research project.

**Masters:** At the end of Stage 3, assessment consists of a review of practical work, written thesis/report and/or a verbal presentation. Interviews with the External Examiners may take place if the student has been selected as part of the sample representing a cross section of the programme cohort's work.

**23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:**

Yes  No

If no, please explain:

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

The programme is managed by a Programme Leader (PL) who is responsible for academic standards and direction, and who leads the Programme Team. In addition to the PL the Programme Team is comprised of a Programme Co-ordinator who handles programme logistics and timetabling, the relationship between the Specialist Pathways and day-to-day issues around implementation and operation of the curriculum. The Programme Co-ordinator is supported by Subject Leaders for each named award, each of whom specialises in their particular disciplinary area – for instance, Interaction Design; Service Design; and Citizenship – and ensures the rigour and appropriateness of academic materials, teaching practice and assessment regime specific to each Pathway.

These individuals, as the Programme Team (PT), ensure a balance of broad overview and granular specificity regarding programme operation and the courses that comprise this. The PT will attend the Staff Student Consultative Committee (SSCC) with student representatives, which reports to Board of Studies. The PT also convene a programme meeting once per term to govern operational and staffing matters, and are charged with implementing any issues around quality assurance or enhancement that arise from the External Examiner's visits or Annual Programme Monitoring.

The Programme Director for Learning & Teaching has responsibility for managing programme delivery across campuses, in particular for ensuring parity of experience across the programme portfolio, in conjunction with the Programme Leader.

**25. Please explain the systems and arrangements regarding:**

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

As outlined above, management of the programme is carried out by the Programme Team (PT) under the direction of the Programme Leader (PL) and ensure student feedback, comments by the External Examiner and the relationship with cross-GSA programme elements (elective study, for

example) are responded to and implemented appropriately. These are then reported through Annual Programme Monitoring (APM), Board of Studies, and communicated to students through the Student Handbook course meetings and the SSCC. As outlined in Section 24 (above) the Programme Director oversees the parity of experience across the portfolio and over the various sites of delivery.

The GSA committee structure can be found at the following link:

[http://www.gsa.ac.uk/media/875399/GSA\\_Committee\\_Structure\\_Web.jpg](http://www.gsa.ac.uk/media/875399/GSA_Committee_Structure_Web.jpg)

#### **b) Student feedback and representation**

Student input to programme operation, quality assurance and enhancement, is through course meetings, the attendance of student “reps” at SSCC, and participation in the Board of Studies (utilising tele-conference) during the consideration of Annual Programme Monitoring. In addition, student feedback is gathered and responded to on an informal (“open door”) basis to ensure that a timely and expeditious response to on-going issues that affect students and the teaching and learning environment is possible. In particular, this option will be represented by the Studio Leader.

Students are also encouraged to utilise the SRC as a means of communicating non-programme specific or operational issues, which still impact upon student experience and attainment. Students also feedback through the Postgraduate Experience Survey (PES), which allows an anonymous discussion of issues that may have arisen through the year of study, and which offers the Programme Team an opportunity to reflect upon such issues and to address these in order to improve the experience of future cohorts.

#### **c) Programme based student support**

Students are supported in their studies by a number of different departments and support mechanisms.

For academic studies, Studio Leaders are the main source of academic support. Should there be any matters that cannot be dealt with by them students should consult one of the following: Specialist Subject Leader, or the Programme Leader.

Further, fortnightly “programme seminar” for the whole Forres-based cohort will allow broad discussion of both academic matters and the specificities of study on the Creative campus. This will, in turn, be augmented by a termly/Stage meeting with either the PL or Programme Director Learning & Teaching.

Additional support for studies is through the **Library and Computer Centre** where you will find books, journals, DVDs, videos, slides, theses and dissertations. Further information can be found at:

<http://www.gsa.ac.uk/library>

Students receive a short on-site induction programme where students will be given a GSA email account. This will be used for all electronic communication with them while they are on the programme and can be accessed via <http://webmail.gsa.ac.uk>

For students studying on the Creative Campus site in Forres there will be two additional induction events: firstly a site specific induction to the Creative Campus and its resources; and, secondly, an induction to the GSA Glasgow campus and its learning resources.

The Virtual Learning Environment (Blackboard) or VLE also supports academic studies. There are Learning Support & Development Tutors who specialise in supporting the processes of learning and offer specific services to students who are disabled in the learning environment or have specific learning difficulties. There is English Language support for students whose first language is not English and Careers advice for students on creative careers, enterprise and career planning throughout their studies. The Counselling Service provides confidential professional advice and is available to all students. The Student Welfare Service offers practical advice and information on a range of issues including funding and private sector accommodation and provides advice and support to international students. Email addresses and further information for all Student Support Services are to be found on the VLE

The **Student Association** acts as both a formal and informal focus for student activity and mutual support. They can be contacted at <http://www.gsasa.org>

#### **EXTERNAL EXAMINER(S)**

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/>