	Programme Specification
THE GLASGOW SCHOOL: OF ARt	**Programme Specification**

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Design in Design Innovation	**N/A**	**INNOV**

Head of School	Irene McAra-McWilliam
Head of Department/Programme Leader	**Irene Bell**
Programme Contact	**Irene Bell**

Minimum Duration of Study	12 FT 24 PT
Maximum Duration of Study	Click here to enter text.
Mode of Study	Full-time & Part-time
Award to be Conferred	Master of Design in Design Innovation
Exit Awards	Postgraduate Certificate in Design Innovation; Postgraduate Diploma in Design Innovation; Master of Design (MDes) in Design Innovation
Source of Funding	Self-funding

2. Academic Session:
2011-2012

3. SCQF Level:
11

3.1 Credits:
180

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

6. Lead School/Board of Studies:
School of Design

Date of production/revision:	16 September 2011

7. Programme Accredited By:
N/A

8. Entry Qualifications	
8.1 Highers	**N/A**
8.2 A Levels	**N/A**
8.3 Other	Admission to the MDes in Design Innovation can occur at any time during the academic year; the admissions cycle begins in late September for intake in the following September. Although there are no deadlines, early application is encouraged in order to ensure a place on the programme. All applicants should normally have a good honours degree in a relevant subject area (product design, graphic design, or interior design, for example) or equivalent professional practice. However, applications from individuals from non-design backgrounds will be considered on their own merits – this could include candidates with backgrounds as diverse as business or fine art practice. The admissions requirements for the M Des in Design Innovation are: • a fully completed application form, including references; • submission of a 500 word written text outlining personal motivation for undertaking postgraduate study, and specific reasons for applying to this programme; • submission of a portfolio of work (where appropriate) according to the guidelines specified in the postgraduate application form; • demonstration of critical awareness at interview (if conducted). Overseas applicants who are unable to attend for interview must submit the proposal and portfolio work (where appropriate). In addition, a telephone interview may be required. Overseas applicants for whom English is not their first language should normally obtain a minimum score of 6.0 in the IELTS test or equivalent.
8.4 IELTS Score Required on Entry	6.0 or equivalent

Date of production/revision:	16 September 2011

9. Programme Scope:

The Master of Design (MDes) in Design Innovation 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 21st 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.

The programme seeks to develop design practitioners and professionals who are capable of operating in 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 programme will become trans-disciplinary practitioners who can respond to both the demands of local communities and those of multi-national corporations, as they seek to innovate the artefacts, services and experiences that constitute the experience of modern life.

The MDes 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.

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 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 21st century life and the challenges and opportunities that it presents.

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

| Date of production/revision: | 16 September 2011 |

independent critical reflection, as well as participating in the taught elements of the course of study. This programme prepares students for three potential exit points: 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. Further professional development will be enabled through seminars made available from Student Services.

10. Programme Aims:

The programme seeks to expand the conventional understanding and application of design thinking as a tool for driving social, technological and economic innovation and to equip students to initiate, manage and deliver such innovations in a collaborative and user-led manner. Each course component of the programme stresses the importance of theorisation (of design and design practice, of processes and strategies of collaboration, and so on) and of research (in its manifold forms, from traditional text-focused approaches to methods of gathering and assessing data relating to client groups).

The Master of Design (MDes) 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:

Stage 1 (Pg Cert) – Weeks 1 to 15: 60 Credit points
The programme aims at Stage 1 are designed to allow students the opportunity to acquire and understand the key principles of theory, research and practice within the field of Design Innovation. Students successfully completing this stage of the programme can advance to Stage 2 (PG Dip).

Date of production/revision:	16 September 2011

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

• develop an understanding of the key principles of design innovation through the investigation of contemporary design practice and its context;

• acquire and develop knowledge of the key theoretical principles of design innovation and articulate this through the production of a small scale practical project(s);

• gain an understanding of the key principles of user-led design theories and methods and their application within the professional context;

• acquire knowledge of the principles of design innovation and articulate this through the management of a small scale practical project(s) in relation to contemporary economic models and practice;

• achieve an understanding of the key principles of design innovation as a collaborative process through the generation of research data and documents;

• attain core skills in advanced critical and theoretical debates as they pertain to contemporary socio-economic models of technology;

• acquire and develop an understanding of research methodologies.

10.2 Stage 2 Aims:

Stage 2 (Pg Dip) – Weeks 16 to 30: 60 Credit points
The programme aims at Stage 2 are designed to build upon and develop a greater understanding of the production processes and craft skills as well as the conceptual and research components acquired in Stage 1. Students will be expected to develop a proposal of study outlining their intended area of research at Masters Level. Students successfully completing this stage of the MDes can advance to the Masters stage, Stage 3.

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;

• attain an understanding of design innovation as a tool for creative collaboration and the generation of social and economic value;

• 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;

Date of production/revision:	16 September 2011

• 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 practice 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 (Masters) – Weeks 31 to 45: 60 Credit points

Stage 3 programme aims are designed to offer the student the opportunity to develop an individual (or group) practice-led project that demonstrates a conceptually considered, research-driven understanding of the theory, methodologies and practicalities of design innovation within a real world context. Students at this stage of the programme, in consultation with design staff, can elect to work either individually, in a group or with an external organisation (e.g. an economic, governmental or community organisation).

Students undertaking Stage 3 of the MDes in Design Innovation will be able to negotiate the weighting of their final research project. This project contains two elements: an illustrated presentation and verbal report of research and project work; and a project submission. The second element – the project submission – may be delivered as a research report/thesis of 5,000 – 6,000 words **or** as a research portfolio/presentation/display accompanied by a research report of 3,000 to 4,000 words. (Students may also negotiate an alternative weighting via consultation with course tutors and the programme leader).

Stage 3 of the MDes in Design Innovation aims to offer each student the opportunity to:

• demonstrate through the realisation of a research project a comprehensive and professional understanding of production methodologies and techniques in the field of Design Innovation;

• demonstrate through the production of a research focused user-led project an understanding of the theory, methodologies and strategies of design innovation within contemporary society;

• demonstrate, through a written report, critical and analytical reflection on the processes and research embodied in the research project.

10.4 Stage 4 Aims:

N/A

10.5 Stage 5 Aims:

N/A

| Date of production/revision: | 16 September 2011 |

11. Intended Learning Outcomes of Programme:

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

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.

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

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills Communication and Presentation Skills

Display critical awareness of relevance of theoretical/practical resources and their role in constructing design problems.

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

| Date of production/revision: | 16 September 2011 |

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

Communicate to a non-specialist audience the findings and relevance of research data and its application with the creative process.

Numeracy - Demonstrate an ability to apply numerical reasoning to the practice of design innovation.

IT Skills - Demonstrate an understanding of the application of IT systems in the design innovation process.

Learning Skills - Develop skills to enable independent learning (self directed learning) of theoretical and practical processes.

Interactive and Group Skills - Develop group working skills through the completion of practical projects.

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

Application (use of knowledge and understanding in actual situations) - Completion of set practical project(s) that demonstrate an understanding of the contemporary context of innovation processes.

Analysis (breaking down complex situations into component parts) - Recognise and understand relationships between the various stages of the production pipeline in relation to design innovation.

Synthesis (combining elements to form new, coherent systems) - Illustrate an understanding of different processes and techniques within design innovation practice.

Evaluation (forming value judgements based on clear criteria) - Ability to edit and select viable courses of action through practical projects.

Problem-Solving (formulating solutions to actual problem situations) - Demonstrate awareness of solutions to problems set in project assignments (set and/or elective),

Research Methods/Skills (research management, use of information/technology) - Gain an understanding of the range of research methodologies used within innovation practices. Demonstrate an understanding of creative methodologies in relation to contemporary innovation strategies.

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

A critical knowledge of design-led innovation techniques within contemporary culture and industry.

A detailed knowledge of appropriate processes applied to a written design innovation research proposal.

| Date of production/revision: | 16 September 2011 |

Applied Knowledge and Understanding

Demonstrate a significant range of core skills, techniques and practices associated with design innovation techniques and strategies.

Demonstrate an understanding of design innovation through the presentation of suitable practical and theoretical project work.

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills Communication and Presentation Skills

Identify, define and conceptualise new and abstract problems and relate these to issues of creativity and innovation.

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.

Numeracy - Demonstrate an ability to apply a range of numerical reasoning strategies to the practice of design innovation and its context.

IT Skills - Develop advanced skills and an understanding of the application of appropriate IT systems and applications within the context of design innovation.
Communicate to others, using IT systems, an understanding of key principles in the design innovation process.

Learning Skills - Develop advanced skills and independent problem solving skills of theoretical and practical processes, and an understanding of the collaborative processes within design practice.

Interactive and Group Skills - Further develop group working skills at a strategic level through the completion of practical projects.

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

Application (use of knowledge and understanding in actual situations) - Completion of an elective small-scale practical research project that demonstrates knowledge and understanding of design innovation within a specific pathway context.

Analysis (breaking down complex situations into component parts) - Recognise, understand and manage effectively different technical and creative approaches to the process of design innovation.

Synthesis (combining elements to form new, coherent systems) - Illustrate and demonstrate a knowledge of complex processes and their combinations in relation to the production of group work within the context of design innovation.

Date of production/revision:	16 September 2011

Evaluation (forming value judgements based on clear criteria) - Pursue viable courses of action that demonstrate critical judgement through a practical project and proposal of study in relation to examples of design innovation.

Problem-Solving (formulating solutions to actual problem situations) - Demonstrate a range of solutions to set problems in group projects (set and/or elective).

Research Methods/Skills (research management, use of information/technology) - Application of design research methods in a small scale group project investigating design innovation opportunities.

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 contemporary culture.

Applied Knowledge and Understanding

Demonstrate and reflect upon the use of design led innovation through an elective Masters project.

Demonstration of critical and analytical reflection on the Masters project through a written report.

Professional Practice: Communication, Presentation, Working with Others

Generic Cognitive Skills Communication and Presentation Skills
Critically review and analyse existing problems, sources and knowledge in a manner that allows informed judgement and critical appreciation.

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.

Communicate to a specialist audience a critical and reflective knowledge of the design innovation process within a particular design domain through an analytical and reflective Masters report.

Numeracy - Demonstrate and critically reflect on the range and relevance of numerical/financial processes applied in the process of design innovation.

IT Skills - Demonstrate and communicate to others a critical and reflective knowledge of appropriate IT systems in relation to the production and communication of design innovation.

Learning Skills - Demonstrate and communicate to others a sophisticated analysis and critical reflection on personal learning through the production of a Masters project report and project submission.

Interactive and Group Skills - Demonstrate the ability to critically reflect on the role of group dynamics and interplay as part of the production of a Masters project.

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

| Date of production/revision: | 16 September 2011 |

Application (use of knowledge and understanding in actual situations) - Completion of a research project and thesis that explores an area of research in relation to design innovation.

Analysis (breaking down complex situations into component parts) - Recognise, understand, manage and critically reflect upon, to a high level, a range of technical and creative approaches to the process of design innovation.

Synthesis (combining elements to form new, coherent systems) - Combine complex processes in the production of a research project in relation to design innovation.

Evaluation (forming value judgements based on clear criteria) - Pursue a project to a professional standard with a rigorous academic reflection on the processes undertaken.

Problem-Solving (formulating solutions to actual problem situations) - Demonstrate and reflect on a range of solutions within an elective research project.

Research Methods/Skills (research management, use of information/technology) - Application and management of a research project in relation to design innovation in contemporary society.

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

Click here to enter text.

Applied Knowledge and Understanding

Click here to enter text.

Professional Practice: Communication, Presentation, Working with Others

Click here to enter text.

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

Click here to enter text.

Applied Knowledge and Understanding

Click here to enter text.

Professional Practice: Communication, Presentation, Working with Others

Click here to enter text.

Date of production/revision:	16 September 2011

12. Assessment Methods:

There will be three summative assessment points throughout the programme, each representing an exit qualification. 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.

The table below details the points in the programme where formal assessment is expected to take place.

Stage	Summative assessment points
Stage 1: PgCert	Week 15
Stage 2: PgDip	Week 30
Stage 3: Masters	Week 45

The process for the assessment of the 3 stages will comprise:

Internal assessment;
Common postgraduate exam board to agree awards and progression between Stages.

In addition, Stage 3 will also comprise an external assessment stage, which will be reported to the Final Exam Board. The assessment of the MDes Design Innovation programme will be regulated by the GSA Code of Assessment, which follows the University of Glasgow postgraduate template.

Full details of the GSA Code of Assessment can be found online:
http://www.gla.ac.uk/media/media_205305_en.pdf

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.

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,

Date of production/revision:	16 September 2011

or new concepts introduced and explored. These may vary from IT sessions in which students are introduced to particular pieces of software, to practical modelling classes in which prototypes are designed and roughed. 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 overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers and tutors 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 on each others' work. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions.

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.

Assessment
Formative and summative assessment strategies are employed through the Design Innovation programme. (For a full breakdown of these, please see below). Formative and summative assessment feedback operates to guide students in improving their work, including interpersonal skills, formal presentation abilities, and academic writing and research.

Guest Speakers
Input from visiting lecturers and guest speakers will enable postgraduate Design Innovation students access to, and understanding of, relevant contemporary practice, research and commercial contexts.

Enrichment of Learning Experience
Students on the Design Innovation programme will be taught and supervised by research active staff. Staff research interests will directly inform curriculum content, enhancing research-teaching linkages. Although the School of Design has considerable staff expertise in the areas covered by the programme, guest speakers and visiting lecturers – academic researchers, industry professionals, practicing designers – will be brought in to run sessions covering other areas.

Students on the programme may negotiate access to the research activities and projects within the School of Design. From time to time it is recognised that student involvement in these projects is desirable for the following reasons:

- Access to leading-edge research germane to their programme of study
- Experience with businesses involved in visual communication
- A broader understanding of industrial contexts

However, it is also recognised that student involvement in live research projects has the potential to clash with course work and introduce unnecessary pressure. To ensure this does not happen, the following conditions will apply to ensure that such work is appropriate to the general area of study and properly managed academically within the framework of the course.
- The work involved should be in the general subject area of the programme and have direct relevance within course descriptors.

| Date of production/revision: | 16 September 2011 |

- The work should serve as a direct equivalent for the course work it is replacing.
- No additional requirements are added to course work or the assessment process.
- The time taken to undertake the work should be agreed in advance through discussion with programme staff.
- Proper recording of the tasks involved should be made in a manner consistent with normal course monitoring processes.
- Regular meetings with students and the programme leader will be held to monitor progress and ensure an appropriate and balanced workload.
- While it is noted that such work will be of benefit to students, it might also be the case that it will require additional periods of time.

All of the above should be the subject of a document signed by the student concerned and the programme and/or course leader.

A student led Postgraduate Forum takes place normally twice a term and is a social opportunity for postgraduates to meet and discuss issues common to postgraduate study and invite speakers of interest. The forum is organised centrally, between GSA's taught postgraduate programmes.

---

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

Click here to enter text.

---

15. Additional Relevant Information:

Click here to enter text.

---

16. Programme Structure and Features:

Stage One: September – January		
Courses		**Credits**
PGT core	**Core Research Skills**	**15**
MDes core	**Design Theory: CCCP**	**15**
MDes core	**Contextual Practices**	**30**
PgCert and exit		

Stage Two: January – May		
Courses		**Credits**
PGT elective	**Elective, from PGT menu**	**15**
MDes core	**Collaborative Practices**	**30**
MDes pathway core	**Transformation Design OR Service Design OR Environmental Design**	**15**
PgDip and exit		

Stage Three: June - September

Date of production/revision:	16 September 2011

Courses		Credits
MDes core	Research Project	60
MDes in Design Innovation		

---

17. Can exemptions be granted?

Yes ☐   No ☒

If yes, please explain:

---

18. Does the programme comply with GSA APEL policy?

Yes X☒   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:
Typically students will study all three stages in order to ensure quality of learning. However, applications to transfer onto the programme will be considered on a case-by-case scenario.

---

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

Yes X☒   No ☐

If yes, please clarify: Since students may exit with PgCert or PgDip qualifications, they may be able to use their accumulated credit towards an alternative masters qualification.

---

22. What are the requirements for progressing from each stage?
Each of the three Stages of the MDes Design Innovation ends with a period of assessment and an exam board at which student progress is monitored. For full details of the procedures relating to postgraduate student progression, please consult the Glasgow University calendar online at http://www.gla.ac.uk/media/media_205305_en.pdf.

Date of production/revision:	16 September 2011

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:

Responsibility for the conduct of the programme will rest with the Programme Leader. A Student/Staff Consultative Committee will meet to consider operational matters, while the Examination Board will be responsible for the award of the degree and for issues relating to progression. All Committees connected to the programme will operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. The Student/Staff Consultative Committee will report to the School of Design Postgraduate Sub-Committee, which in turn reports to the School of Design Board of Studies, which reports to the GSA Postgraduate Committee.

The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/she will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

25. Please explain the systems and arrangements regarding:

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

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the MDes programme will undertake the following:

• regular programme team meetings
• Student/Staff Consultative Committee
• Annual Programme Monitoring
• Quinquennial Periodic Review
• Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

Date of production/revision:	16 September 2011
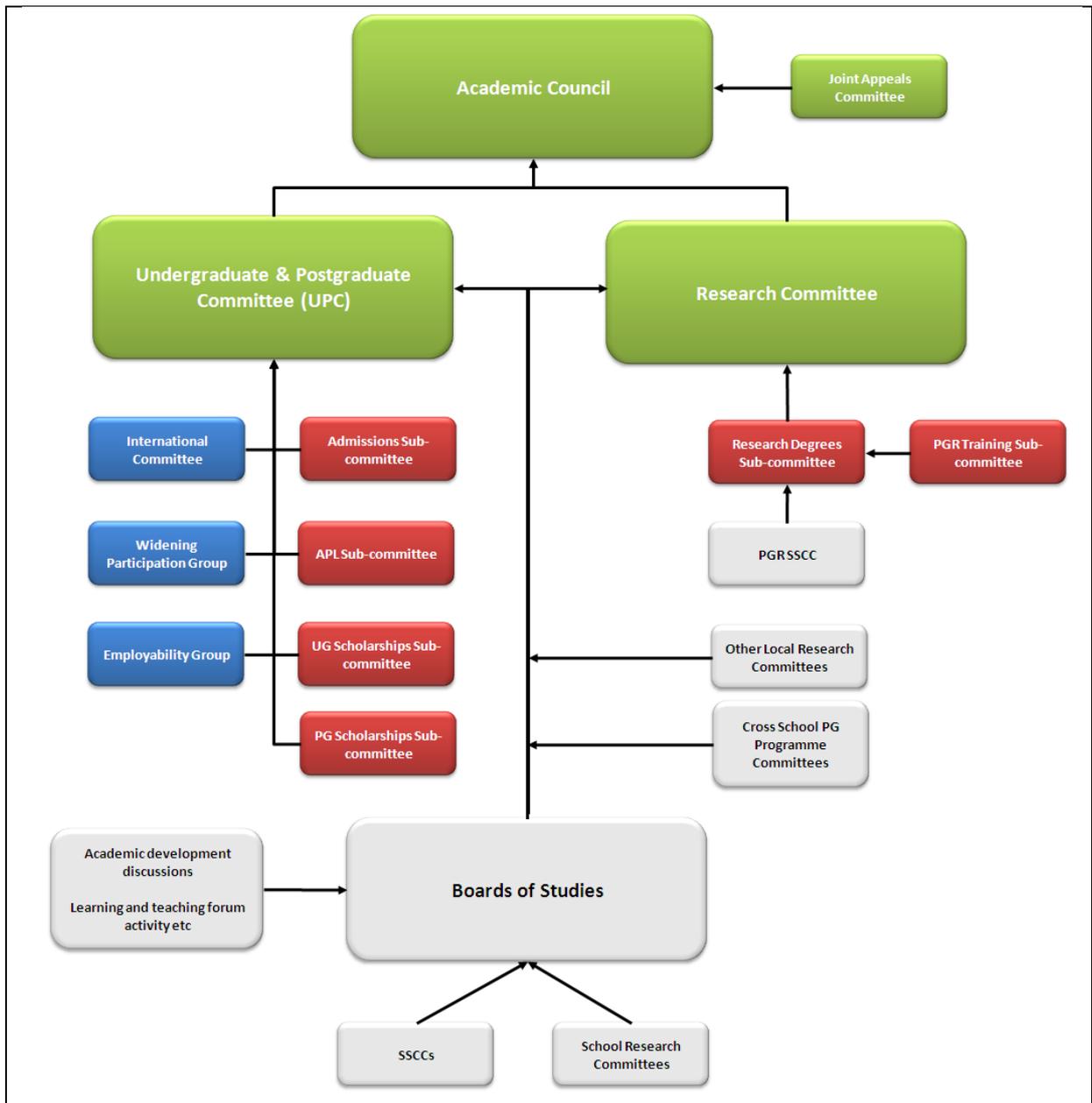
b) Student feedback and representation

Students will have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The SSCC will meet during each Stage of the Programme and will report to the School of Design's Postgraduate Sub-Committee.

c) Programme based student support

The Glasgow School of Art provides a comprehensive student learning support network, and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students as both pre-sessional classes and during term-time. The Glasgow School of Art also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their stay.

The programme team will ensure that briefs are handed out in a dyslexia-friendly format and use

Date of production/revision:	16 September 2011

plain language. Academic and support staff contact time will be made explicit to students. Students will be aware of with whom and when they can expect contact. Reading lists and websites for each course will be identified to encourage students to use their independent study time effectively. Aims and learning outcomes of the brief will be made clear and relate directly to those of the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims and learning outcomes. Briefs will include a suggested timetable for students to assist them manage their studio and independent study.

Date of production/revision:	16 September 2011