

Glasgow School of Art Programme Specification

Programme Title:

Master of Design in Design Innovation & Circular Economy

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 & Future Heritage

Master of Design in Design Innovation & Interaction Design

Master of Design in Design Innovation & Service Design

Master of Design in Design Innovation & Transformation Design

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 2022-23 Academic Year.

1. Programme Details:

Programme Title	Master of Design in Design Innovation & Circular Economy 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 & Future Heritage Master of Design in Design Innovation & Interaction Design Master of Design in Design Innovation & Service Design Master of Design in Design Innovation & Transformation Design
HECOS Code	All MDes in Design Innovation Awards 100048 / 101307 / 100962 / 100793
School	Innovation School
Programme Leader	Dr Iain Reid and Dr. Mafalda Moreira
Minimum Duration of Study	12 months, registered study
Maximum Duration of Study	24 months, registered study
Mode of Study	Full-time
Award to be Conferred	Master of Design in Design Innovation & Circular Economy 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 & Future Heritage Master of Design in Design Innovation & Interaction Design Master of Design in Design Innovation & Service Design Master of Design in Design Innovation & Transformation Design

Exit Awards	<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>
SCQF Level:	11
Credits:	180

Academic Session	2022-23
Date of Approval	PACAAG April 2022

2. Awarding Institution	University of Glasgow
3. Teaching Institutions	Glasgow School of Art
3.1 Campus	
4. Lead School/Board of Studies	Innovation School
5. Other Schools/Board of Studies	N/A
6. Programme Accredited By (PSRBs)	N/A

7. Entry Qualifications	
7.1 Highers	N/A
7.2 A Levels	N/A
7.3 Other	<p>All applicants should normally have a good honours degree or equivalent professional practice. Previous study or experience need not be in an art or design discipline, and we welcome applications from any background.</p> <p>The admissions requirements for the MDes in Design Innovation programmes are:</p> <ul style="list-style-type: none"> • A fully completed application form, including two references. • Submission of a 500-word written statement outlining personal motivation for undertaking postgraduate study, and specific reasons for applying to the programme. • Submission of a portfolio of work is <i>not</i> required but advisable where it will support an application. Applicants without a design background, or with professional experience, may wish to submit a narrative portfolio of other work to enhance the 500 word statement. Admissions tutors will be happy to advise on this prior to application. • Demonstration of critical awareness at interview (if conducted).

<p>7.4 English Language Requirements</p>	<p>All students will have to provide evidence of English language proficiency when applying.</p> <p>International Students Students who require a Tier 4 visa to study in the UK must meet one of the following requirements in order to gain entry:</p> <ul style="list-style-type: none"> • IELTS for UKVI Academic with an overall score of 6.5 with a minimum of 6.0 in all components; • complete an acceptable Pre-sessional English Language Programme taught from within the UK with an outcome that equates to the IELTS scores as stated above. <p>Students who have a degree from an English speaking country, or are a national of an English speaking country as listed in the UKVI Guidance, may use this as proof of English language ability.</p>
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<p>8. Programme Scope:</p>	
<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 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.</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 design responses and to pioneer collaborative and user-led solutions for these through the</p>	

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.

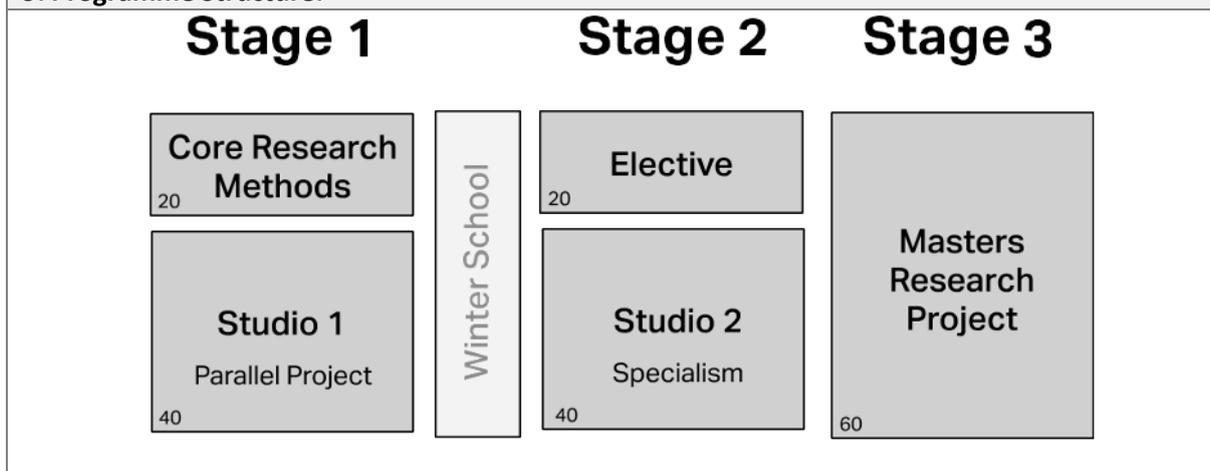
The programme of study is aimed at postgraduate students who wish to expand and develop their creative practice through an exploration of user-led, collaborative and research focused techniques of design innovation. Students completing the programme will have developed the capability to respond confidently 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.

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, 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.

9. Programme Structure:



The Programme comprises eight specialist pathway routes, which allow students to direct their studies towards personal and professional goals and explore specific contexts of practice:

Circular Economy envisions and works towards more sustainable and equitable society. One that eliminates waste while creating social, economic and ecological value. Achieving circularity requires working collaboratively and recognising the roles governments, industry and citizens can play in a more environmentally conscious future.

Citizenship helps people take control and exert influence on problems and decisions that affect them. In challenging the purpose, methods and ambitions of current design practice, you will identify opportunities for new design activity, pioneer innovative forms of engagement and collaborate with citizens to generate responses to emerging problems, political issues and social phenomena.

Collaborative Creativity focusses on developing methods to help organisations adopt a human-centred approach to reframing working practices in order to better meet the needs of all stakeholders. The emphasis upon collaborative working and real-world engagement is explored through projects working with partners and stakeholders in industry and the public sector to address key social, political, and economic issues.

Environmental Design focuses on ways of using design to explore our experience of the physical, cultural and ecological landscape, so that we can reimagine the potential and possibilities of places and communities.

Future Heritage makes an early and important impact on heritage practice and cultural policy, recognising the relationship between heritage, community wellbeing and sustainability. This course encourages us to think how we can re-interpret and be inspired by the past in a way that is speculative and culturally relevant to future heritage.

Service Design focuses on the social value of service design, as well as its economic importance. It is about addressing real issues that affect real people, by understanding them from each stakeholder's point of view in an evidence-led and purpose-driven process that makes a positive contribution to society.

Interaction Design focuses on human interaction to improve quality of life, community wellbeing, and interpersonal communication. This may be facilitated by technology – but it may also use low-tech approaches.

Transformation Design focuses on change-oriented approaches to design, which engage with complex social or systemic issues by working with stakeholders using participatory processes that trigger transformation.

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 (see below).

Regardless of the specialism, Stages One and Three are delivered and assessed identically across both campuses to all students using a mix of remote and in-person teaching and collaborative tools, and including guest speakers from locations around the world.

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).

Stage One is comprised of two 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.

Stage Two comprises two courses: a compulsory specialism course (40 credits) (e.g. Future Heritage Design) and an elective selected from options provided by GSA (20 credits).

Stage Three comprises a single compulsory course, Masters Research Project (60 credits), which allows students to pursue an individual project engaging with external stakeholders.

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 is 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.

The modes of teaching & learning are predominantly in-person with a blended approach and online delivery of resources at key points of the programme to ensure a prompt response to unexpected life/world events, a wider access to international speakers and scholars, and bridge geographically distanced campuses. Examples of online delivery include some of offerings in the suite of elective courses provided by GSA.

Transfer between specialisms

Students are normally permitted to transfer between specialisms before the end of the second week of Studio 2 following:

- A conversation with the specialism leader of the current programme (to ensure any issues with the current choice can be addressed)
- A conversation with the proposed specialism leader (to advise the student on whether their choice is appropriate to their interests and if they will encounter any issues with successfully completing Studio 2)
- Approval of the Programme Leader (including consideration of funding implications)
- Completion of the appropriate GSA forms for programme transfer, and subject to availability of places and appropriateness of request.

Master of Design in Design Innovation & Citizenship		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award	PG Cert	
Stage 2		
PG Elective	20	11
PDIN225 Design Innovation Studio 2: Citizenship	40	11
Total	60	
Exit Award	PG Dip	

Stage 3		
PDIN323 Master's Research Project	60	11
Total	60	
Exit Award		MDes
Master of Design in Design Innovation & Collaborative Creativity		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award		PG Cert
Stage 2		
PG Elective	20	11
PDIN244 Design Innovation Studio 2 - Collaborative Creativity	40	11
Total	60	
Exit Award		PG Dip
Stage 3		
PDIN323 Master's Research Project	60	11
Total	60	
Exit Award		MDes
Master of Design in Design Innovation & Environmental Design		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN 105 Parallel Project	40	11
Total	60	
Exit Award		PG Cert
Stage 2		
PG Elective	20	11
PDIN226 Design Innovation Studio 2: Environmental Design	40	11
Total	60	
Exit Award		PG Dip
Stage 3		
PDIN323 Master's Research Project	60	11
Total	60	
Exit Award		MDes
Master of Design in Design Innovation & Interaction Design		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award		PG Cert
Stage 2		
PG Elective	20	11

PDIN243 Design Innovation Studio 2 – Interaction Design	40	11
Total	60	
Exit Award		PG Dip
Stage 3		
PDIN323 Master’s Research Project	60	11
Total	60	
Exit Award		MDes
Master of Design in Design Innovation & Service Design		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award		PG Cert
Stage 2		
PG Elective	20	11
PDIN227 Design Innovation Studio 2 – Service Design	40	11
Total	60	
Exit Award		PG Dip
Stage 3		
PDIN323 Master’s Research Project	60	11
Total	60	
Exit Award		MDes
Master of Design in Design Innovation & Circular Economy		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award		PG Cert
Stage 2		
PG Elective	20	11
PDINXXX Design Innovation Studio 2 – Circular Economy	40	11
Total	60	
Exit Award		PG Dip
Stage 3		
PDIN323 Master’s Research Project	60	11
Total	60	
Exit Award		MDes

Master of Design in Design Innovation & Future Heritage		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award	PG Cert	
Stage 2		
PG Elective	20	11
PDINXXX Design Innovation Studio 2 – Future Heritage	40	11
Total	60	
Exit Award	PG Dip	
Stage 3		
PDIN323 Master’s Research Project	60	11
Total	60	
Exit Award	MDes	
Master of Design in Design Innovation & Transformation Design		
Stage 1	Credits	SCQF Level
PCXS105 Core Research Methods: People and context	20	11
PDIN105 Parallel Project	40	11
Total	60	
Exit Award	PG Cert	
Stage 2		
PG Elective	20	11
PDINXXX Design Innovation Studio 2 – Transformation Design	40	11
Total	60	
Exit Award	PG Dip	
Stage 3		
PDIN323 Master’s Research Project	60	11
Total	60	
Exit Award	MDes	

9.1 Programme Structure – Exchange In/Exchange Out/Study Abroad

N/A

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

A student will be permitted to progress to Stage 3 only if they have obtained a grade point average of C3 (12.0) or above in the taught courses (Stage 1 & 2) with at least 75% of the credits at grade D3(9) or above and all credits at grade F3(6) or above.

11. Programme Aims:

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.

11.1 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.

11.2 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;
- 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.

11.3 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.

12. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students will 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).

12.1 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.

12.2 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.

12.3 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.

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 principal 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 modelling 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 normally takes place at the Innovation School Campus in the highlands just outside Forres. The Winter School gives students the opportunity to meet with other students and faculty from partner institutions such as Audencia University and Köln International School of Design and to engage in discussions through a series of talks.. 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. 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.

Engagement with formative assessment is a mandatory requirement.

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

The Design Innovation programme and the associated 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)

16. 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.

Please refer to the University Calendar for the full PGT regulations:

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/gsa/genericpgt/>

Highlands and Islands Campus, Forres

Several of the programmes are delivered at GSA’s Highlands and Islands Campus, 170 miles from Glasgow. The campus occupies a stunning cluster of heritage-listed buildings near the town of Forres which is home to 12,000 people.

The Italianate buildings, constructed in the 1830s on the Altyre Estate, have been converted into a world-class creative campus, providing inspiring studio, workshop and exhibition spaces, as well as state of the art areas for research, teaching, prototyping and flexible lab work.

The campus is a centre for research and postgraduate study, where dedicated staff deliver Masters and PhD programmes that engage with complex issues facing the region and beyond. Learning opportunities are supported by digital and remote teaching methods.

Students benefit from proximity to researchers based in the [Digital Health & Care Innovation Centre \(aka DHI Scotland\)](#).

Programme Leaders:	Dr. Iain Reid and Dr. Mafalda Moreira
Programme Title:	MDes Design Innovation (Suite)
School:	Innovation

1. Summary of amendments to Programme Specification for 2022/23 as a result of COVID-19 and list of Academic activities affected:

No programme specification changes are needed in terms of ILOs as these remain the same.

The specification currently says:

The programme is delivered via a series of taught workshops, tutorials, set and elective projects, lecture and seminar-based sessions and self-directed learning.

In the last couple of years, as a result of the global pandemic, we had adapted to an online and blended delivery format. We have identified the strengths of this approach and will continue to use some of these methods where required and / or appropriate. Such an approach contributed and contributes to parity of students experience across GSA campuses and an inclusive access approach to the programme which is already reflected in the programme specifications, PMAR actions, and current teaching and learning practices.

Under 'Learning and teaching approaches' the specification says:

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.

This remains true, even if the format of delivery is online. As stated in last year's CAPF, our response to Covid has seen a significant shift towards masterclass-type delivery, and using this format has proven to be an effective way of supporting students in gaining software skills and accessing a geographically spread range of speakers. Moreover, the vast majority of guest speakers already addresses blended approaches to design innovation practices, increasing the familiarity of students with such approaches to design innovation practices and education. As pointed in the previous CAPF, all staff are skilled in using a range of digital and blended approaches and tools, and are able to offer a flexible approach. From the lessons learned and new practices adopted in previous years, we are confident in our capacity to adapt our academic activities to future restrictions as a result of COVID-19. To reinforce the previous, minimal amendments to our programme specifications include factual clarification on activities we seek to continue as part of a blended delivery.

Under 'Teaching and Learning Experience' the specification now says:

The modes of teaching & learning are predominantly in-person with a blended approach and online delivery of resources at key points of the programme to ensure a prompt response to unexpected life/world events, a wider access to international speakers and scholars, and bridge geographically distanced campuses.

2. Details and outcomes of consultation with students regarding the changes detailed in question 1:

In previous years, feedback from students has been used in developing delivery and to inform the structure and communication of academic activities. Current students have embraced a blended learning experience by default which is evident in GSA's provision of PGT electives. Students are open to adapt to potential changes and a fully online delivery for a period of time if temporary restrictions are put in place in the future. We continue to discuss with students our delivery format to quickly adapt to any changes resulting from Covid-19 and to meet their needs.

3. Details of consultation with External Examiners and PSRBs regarding the changes detailed in question 1:

We spoke with our External Examiner (EE) on the 7th of March 2022 to discuss this CAPF. Having a historical knowledge of previous CAPFs, the EE found the actions and approaches described in question 1 clear and adequate.

4. Details of how the changes detailed in question 1 meet the requirements of the Public Sector Equality Duty and how any potential for negative impact for students from protected characteristic groups has been or will be mitigated.

Minimal amendments made to our programme specifications, hope to contribute to the parity of students' experience and offer an inclusive access approach to students from protected characteristic groups. This action is also part of our QEAP (quality Enhancement Action Plan). Furthermore, we identified an opportunity to install a Hearing Loop in our studios to improve studying conditions of students with hearing impairments.

As stated in the previous CAPF, we are mindful that COVID-19 has had an impact on wellbeing for all students, and particularly for those with mental health conditions. Several members of the teaching staff have completed the Mental Health First Aid course.

Although we are following a blended approach to academic activities, our physical studio space is currently the main point of contact between students and staff. Studio attendance and informal conversations that naturally happen in the studio space, are natural ways for staff to flag students in need of further support and act on such needs.

If there are any further lockdowns, staff are prepared to go back to holding regular 'office hours' where they will have an open Zoom session for students to attend if needed, and regular team meetings will include discussion of students where there are concerns.

The programme already places an emphasis on building a sense of community and has always dedicated the first week to settling in and getting to know each other through studio-based activities

and social events. We believe this helped previous cohorts form bonds and gave a strong connection to the student group when physical attendance was not permitted during the pandemic.

IRFs are the first point of call for the team in identifying students who may need support for any needs, but as there is an historically low use of this process for mental health, we will continue to be open about the topic with students (it is often one that we cover within our project briefs) and use efforts to encourage the building of peer group support within and beyond the programme to ensure all students feel able to seek and/or accept support.

The programme team is also guided by the EIA produced by GSA specifically for Covid which offers a useful addendum to our existing EIA, and will help shape the programme's future updates.

Name of Convenor of Board of Studies:	Professor Gordon Hush
Date of Board of Studies Approval:	17 March 2022
Name of Convenor of PACAAG:	Mark Charters
Date of PACAAG Approval:	6 April 2022

Following approval by Board of Studies and PACAAG, the pro forma will be published with the Programme Specification as an addendum.