

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Design (MDes) in Interior Design	N/A	MDINTDESFT

Head of School	Irene McAra-McWilliam
Head of Department/Programme Leader	Patrick Macklin
Programme Contact	Patrick Macklin

Minimum Duration of Study	12
Maximum Duration of Study	24
Mode of Study	Full-time
Award to be Conferred	Master of Design (MDes) in Interior Design
Exit Awards	Stage 1: Postgraduate Certificate in Interior Design Stage 2: Postgraduate Diploma in Interior Design Stage 3: Master of Design (MDes) in Interior Design
Source of 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

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 Interior Design 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 interior design, or equivalent professional practice. However, applications from individuals from other design backgrounds (graphic design, for example) will be considered on their own merits. The admissions requirements for the MDes in Interior Design are:

- a fully completed application form, including two 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 an annotated portfolio of work, of 25-30 images.

Candidates will be selected for a place on the programme on the basis of:

- meeting the minimum entry requirements specified above;
- demonstrating the appropriateness of the programme for their personal, intellectual and creative development;
- showing critical awareness, imaginative thinking, and an understanding of the challenges of postgraduate study in their personal statement;
- the quality of the portfolio of work, which must be of a suitable standard for masters level study;
- demonstrating the potential to contribute to the group dynamic of the programme.

Overseas applicants who are unable to attend for interview must submit the written statement and portfolio work. 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

9. Programme Scope:

Interior design can be described as being fundamentally concerned with the creation of designed content within constructed contexts, existing or proposed, one-off or multiple. However such a reductive statement belies the richness, complexity, diversity and future scope of the activity. Designs can integrate tightly with a host building or site responding to peculiarities, and establishing a dialogue between artefacts. Opportunities arise to embrace embedded narratives within existing building shells; respond to evidence of historic constructional methods; consider residual aesthetic traces; speculate upon the mementos of previous functions and erased locales, the interior as palimpsest. Equally, solutions may be created separately or autonomously from the specific aspects of an actual setting—other than perhaps a detailed outline of its volume—an approach often adopted in certain types of retail design. The dominant forces here may be the expression of a brand and the encapsulation of desire. Design without borders, the interior as teleport.

What we now recognise as interior design once sat awkwardly somewhere between the realms of shop-fitting, interior decoration and architecture. Arguably, in the period since the early 1980's it has become recognised as a distinct specialist field of design, with trained practitioners and informed clients. Forgivable casual comparisons with architecture are less common and increasingly, more useful connections with parallel disciplines such as communication design and product design are acknowledged. The MDes in Interior Design at GSA reflects this context. Like it's undergraduate counterpart the programme operates on a subject-centred basis. Unlike the UG programme, where the intention is specialist immersion across a range of projects, the Masters programme aims to explore both the existing territory and the hinterland of the discipline, asking why interiors are produced, rather than how. Operating in a rigorous academic environment, and free from the constraints of practice, it encourages reflective, and analytical approaches to subject-centred themes grouped around the core areas of Context (Stage 1) and Scope (Stage 2) and draws from territories such as: Recent histories of UK interior design, Retail (high street/online), brand palette – visual, tactile and auditory, materials and persuasion, augmented shopping and presence; Design in transit: convergence and distribution, security, way-finding, technologies, dislocation, utopias; Enclosure: exploring the domestic and the residential, re-purposing buildings; user-centred design; the psychology of enclosure; people, places and things; surrogate space; virtual and actual; hard and soft methods of visualisation—analogue and digital representation of constructed space; archaeology of the recent past, re-imagining erased space; place and memory; four dimensional design: the interior in cinema and theatre; Materiality: bricks and pixels; five senses – visualising the unseen.

By acting as a bridge between the delineated and the uncharted, the programme encourages investigation into emerging aspects of the discipline and engages departmental staff and their practice and research interests to feed course content; focusing on areas such as the designers role in shaping relationships to technology, process, the market, sustainability, digital and augmented realities, the high street, accessible design and the 21st Century Design Studio.

The importance of disciplinary autonomy and inter-disciplinary dialogue is reflected in the rich mix of studio-based practice, cross-school elective courses and the location of the programme within a supportive and diverse postgraduate community. Recognising at post-graduate level, the importance of both formal and informal cross-design dialogue: directly within the context of Stage 1 Core Research Skills and Design Theory; Stage 2 Design Electives; and across GSA where the Digital Design Studio, Environmental Art, and The Centre for Design Innovation in Forres have clear adjacencies. Further collaboration with external agencies is consistently being explored and developed.

Programme delivery is via tutorials, seminars, lectures and workshops alongside core and elective projects. In addition to participating in taught elements of the programme, students will be expected to engage in a high level of self-directed learning, research and independent critical reflection, with an emphasis on the current status, value and meaning of contemporary interior design, the identification of emerging aspects of the discipline and the positing of designs future roles and responsibilities.

The programme prepares students for entry into a professional design environment; work as an independent designer; consultancy across disciplines and further academic study by research. Opportunities 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 programmes. Further professional development will be enabled through seminars made available from Student Services.

Finally, it asserts that the subject is ripe for critical and theoretical description. Students are encouraged to position themselves relative to the broad creative arc of the discipline, in order that they may emerge as advanced practitioners with a hand in shaping its central tenets, and with a deep understanding of said, facilitating either professional migration/consolidation, or further research at PhD level.

10. Programme Aims:

The aims of the programme are:

to enable students to:

- Engage with the theoretical underpinnings and the language of interior design through lectures, seminars, viewings and project work and develop an understanding of the contextual and historical evolution of interior design practice and techniques and relate these to current philosophies and best practice in the field;
- Investigate the conceptual and aesthetic basis of current interior design 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 interior design;
- 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 interior design across a variety of subject 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 interior design. Students successfully completing this stage of the programme can advance to Stage 2 (PG Dip).

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

- develop an understanding of the key principles of interior design through the investigation of contemporary design practice and its context;
- acquire, develop and contribute to knowledge of the key theoretical principles of interior design and articulate this through the production of a small scale practical project(s);
- acquire knowledge of the principles of interior design from a user-centred perspective 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 interior design 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 Interior Design aims to offer each student the opportunity to:

- develop and display a critical knowledge of interior design, its theory and principles, articulated through the production of individual or group practical project(s);
- attain an understanding of interior design as a tool for creative collaboration and the generation of social and economic value;

- gain a reflective understanding of interior design as a method of group working, research focused activity and problem solving through practical project(s);
- acquire and develop a critical knowledge of the history and cultural context of interior design 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 interior design 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 interior design 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.

Students undertaking Stage 3 of the MDes in Interior Design 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 Interior Design aims to offer each student the opportunity to:

- demonstrate through the realisation of a research project a comprehensive and professional understanding and thorough interrogation of production methodologies and techniques in the field of interior design;
- demonstrate through the production of a research-focused project an understanding of the theory, methodologies and strategies of interior design within contemporary society;
- demonstrate through a written report, critical and analytical reflection on the processes and research embodied in the research project.

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 interior design through lectures, seminars, viewings and project work and develop an understanding of the contextual and historical evolution of interior design practice and techniques and relate these to current philosophies and best practice in the field;
- investigate the conceptual and aesthetic basis of current interior design 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 interior design;
- 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 interior design across a variety of subject 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 interior design practice occurs (technological, aesthetic, economic and theoretical).

An appreciation of the role of design as a driver 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 - Display critical awareness of relevance of theoretical/practical resources and their role in approaching design problems.

Communication and Presentation Skills - Communicate to others, including non-specialists, key principles of research methodologies and their application within the research process and the creative process.

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

Numeracy – Demonstrate an ability to apply numerical reasoning to the practice of interior design.

IT Skills – Demonstrate an understanding of the application of IT systems in the interior design 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 interior design strategies.

Application – Completion of set practical project(s) that demonstrate an understanding of the contemporary context of interior design processes.

Analysis – Recognise and understand relationships between the various stages of design production in relation to interior design.

Synthesis – Illustrate an understanding of different processes and techniques within interior design practice.

Evaluation – Ability to edit and select viable courses of action through practical projects.

Problem Solving – Demonstrate awareness of solutions to problems set in project assignments (set and/or elective).

Research Methods/Skills – Gain an understanding of the range of research methodologies used within interior design practices.

Demonstrate an understanding of creative methodologies in relation to contemporary interior design strategies.

Research Methods - Acquire an understanding of research methodologies through the completion of a set of elective projects in relation to interior design strategies.

Theoretical Issues - Acquire an understanding of theoretical debates and processes through the completion of set and elective projects, both written and practical, in relation to contemporary interior design practices.

Practical processes - Acquire a practical understanding of key principles in examples of contemporary interior design strategies.

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

A critical knowledge of interior design techniques within contemporary culture and industry.

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

Applied Knowledge and Understanding

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

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

Professional Practice: Communication, Presentation, Working with Others

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

Communication and Presentation Skills - Communicate to others a critical knowledge of appropriate research methods and their comparative efficacy and relevance within the domain of interior design.

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

Numeracy – Demonstrate an ability to apply a range of numerical reasoning strategies to the practice of interior design and its contexts.

IT Skills – Develop advanced skills and an understanding of the application of appropriate IT systems and applications within the context of interior design.

Communicate to others, using IT systems, an understanding of key principles in the interior design 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 interior design in contemporary culture.

Application – Completion of an elective small-scale practical research project that demonstrates knowledge and understanding of interior design.

Analysis – Recognise, understand and manage effectively different technical and creative approaches to the process of interior design.

Synthesis – Illustrate and demonstrate a knowledge of complex processes and their combinations in relation to the production of group work within the context of interior design.

Evaluation – Pursue viable courses of action that demonstrate critical judgement through a practical project and proposal of study in relation to examples of interior design.

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

Research Methods/Skills – Application of design research methods in a small scale group project investigating interior design opportunities.

Research Methods - Develop a knowledge of research methodologies within the context and preparation of a research proposal in the area of interior design.

Theoretical Issues - Apply a knowledge of theoretical concepts and processes through a written research proposal in relation to interior design.

Practical processes - Apply a knowledge and understanding of interior design and creativity through the completion of set and elective 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 interior design and its relation to contemporary culture.

Applied Knowledge and Understanding

Demonstrate and reflect upon the use of interior design 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 – Critically review and analyse existing problems, sources and knowledge in a manner that allows informed judgement and critical appreciation.

Communication and Presentation Skills – Communicate to a specialist audience a critical and reflective knowledge of the interior design process through the execution of a Masters research project including 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 interior design.

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

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 interior design processes used within the creative industries through the production of a Masters research project and thesis.

Application – Completion of a research project and thesis that explores an area of research in relation to interior design.

Analysis – Recognise, understand, manage and critically reflect upon, to a high level, a range of technical and creative approaches to the process of interior design.

Synthesis – Combine complex processes in the production of a research project in relation to interior design.

Evaluation – Pursue a project to a professional standard with a rigorous academic reflection on the processes undertaken.

Problem-Solving – Demonstrate and reflect on a range of solutions within an elective research project.

Research Methods/Skills – Application and management of a research project in relation to interior design in contemporary society.

Research Methods - Formulate and execute a research project within the area of interior design.

Theoretical Issues - Demonstrate a critical and analytical review of the theoretical processes and concepts employed during the development and production of a research project.

Practical processes - Formulate and complete an individual or group based research project that demonstrates a critical awareness of conceptual and practical knowledge within the field of contemporary interior design.

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

Applied Knowledge and Understanding

Professional Practice: Communication, Presentation, Working with Others

11.5 Intended Learning Outcomes of Stage 5

Knowledge and Understanding

Applied Knowledge and Understanding

Professional Practice: Communication, Presentation, Working with Others

12. Assessment Methods:

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

The programme provides two forms of assessment, formative and summative. Formative assessment will take the form of seminars, tutorials, and so on, which provide the opportunity to refine and develop key principles in fields of enquiry, and to prepare for submission in the summative assessments, i.e. in 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.

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 Learning Outcomes as outlined in the curriculum section.

For detail refer to pp22–26 of Glasgow University Calendar
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 Interior Design 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, or new concepts introduced and explored. These may vary from IT sessions in which students are introduced to particular pieces of software, to practical modeling 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 Interior Design 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 Interior Design students access to, and understanding of, relevant contemporary practice, research and commercial contexts.

Enrichment of Learning Experience

Students on the Interior Design 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 field of interior design, guest speakers and visiting lecturers – academic researchers, industry professionals, practicing designers – will be brought in to run sessions covering other relevant and allied 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 interior design
- 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.
- 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:

N/A

15. Additional Relevant Information:

16. Programme Structure and Features:

REFERENCE NUMBER	TITLE OF COURSE	SCQF CREDIT		ASSESSMENT WEIGHTING%	
		CRD	LEVEL	EX	CW
STAGE 1	TERM				
Course (Core)	Core Research Skills for Postgraduates	15	11		100
	Design Theory: CCCP	15	11		
	Interior Design Core 1	30	11		
TOTAL CREDITS	60	60	11	Pg Cert	100

STAGE 2	TERM	CRD		LEVEL		EX	CW
		CRD	LEVEL	EX	CW		
Course (Core & Elective)	Interior Design Core 2	45	11				100
	PGT elective from menu	15	11				
TOTAL CREDIT	60	60	11			Pg Dip	100

STAGE 3	TERM	CRD	LEVEL	EX	CW
Course	Research Project	60	11		100
TOTAL CREDITS	60	60	11	Masters	100

17. Can exemptions be granted?

Yes No

If yes, please explain:

18. Does the programme comply with GSA APEL policy?

Yes No

If yes, 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 who have accumulated appropriate amounts of credit at other institutions may be considered for entry at Stage 2 or Stage 3 of the programme. However, it would be necessary for such applicants to demonstrate how their previous learning would fit with the overall intentions and structure of the M.Des Interior Design programme.

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

Yes No

If yes, please clarify:

Students may exit the MDes Interior Design following each Stage, with 60, 120, or 180 credits of study. These credits might be transferable to other similar programmes of study.

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

Each of the three Stages of the M.Des Interior Design 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.

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.

Management of the programme will follow agreed GSA structures. 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.

25. Please explain the systems and arrangements regarding:

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

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.

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)

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

During Stage 3, a supervisor will be appointed for each student, according to the subject area in which the student will conduct their research project.

A designated pastoral tutor will be available to students who may be experiencing welfare or personal problems that may affect their academic progress.

EXTERNAL EXAMINER:

Ms Kate Cheyne
 Subject Leader Undergraduate Architecture
 University of Brighton