Glasgow School of Art Programme Specification
Programme Title: BDes (Hons) /MEDes Product 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 2023-24 Academic Year.

1. Programme Details:

Programme Title	BDes (Hons) /MEDes Product Design
HECOS Code	
School	School of Innovation and Technology
Programme Leader	Irene Bell
Minimum Duration of Study	48 months
Maximum Duration of Study	BDes 72 months MEDes 84 months
Mode of Study	Full-time
Award to be Conferred	BDes/MEDes Product Design
Exit Awards	Core Year 1 exit point: Cert HE Year 2 exit point: Dip HE BDes/ MEDes Year 3 exit point: BDes Year 4 exit point: BDes(Hons) Year 4 (MEDes) BDes Hons Year 5 exit point: MEDes
SCQF Level:	BDes 7-10 MEDes 7-11
Credits:	BDes 480 MEDes 600

Academic Session	2023-24
Date of Approval	Academic Council 3 May 2023

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

7. Entry Qualifications	
7.1 Highers	Standard: ABBB, including one Higher in a literate subject Minimum: BBCC, including one Higher in a literate subject
7.2 A Levels	7.2 A Levels Standard: ABB GCSE English at A/7 grade or above Minimum: BCC , GCSE English at A/7 grade or above
7.3 Other	International Baccalaureate 30 + points

	HNC/HND into 2nd and 3rd Year and Foundation Degree or appropriate equivalent
7.4 English Language Requirements	All students will have to provide evidence of English language proficiency when applying. 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: • IELTS for UKVI Academic with an overall score of 6.0 with a minimum of 5.5 in all components. • complete an acceptable Pre-sessional English Language Programme taught in the UK with an outcome that equates to the IELTS scores as stated above. 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.

8. Programme Scope:

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

The disciplinary skills and expertise that constitute Product Design as a practice are taught with an emphasis upon experience, either that of individuals, groups, or user-types as appropriate. This links the methodological and analytical tools developed within the Social Science courses, *(with the exception of year 1 where the social sciences are absorbed into the delivery of the Studio 1 Course)* to the disciplinary expertise of studio practice at both a pedagogical and a philosophical level. The B.Des/MEDes programme seeks to encourage thinking through design, the use of materials and images to forge an intellectual engagement with the world and our lived experience, by combining an analytical approach – research, critique, communication of complexity – with a synthetic capability – exploration of divergent possibilities, multiple material decisions, - innovation-led design propositions. Studio teaching stresses the cultivation of a capacity for abductive reasoning through projects rooted in the opportunity for testing and prototyping. Product Design as a practice is taught as an experimental method for engaging with and evaluating the world and its constituent components, which, in turn, offers the opportunity for its modification, manipulation or transformation. Consequently, the context of PD (Product Design) practice is crucial – social, economic, cultural, environmental or technological – in shaping the application of disciplinary expertise. Studio projects reflect this by challenging your critical and creative skills to forge innovative design propositions for now and for the future.

9. Programme Structure:

Stage 1 BDes/MEDes	**Credits**	**SCQF Level**

UPRD101 Studio 1: Making, Modelling & Using	80	7
UCOLAB1 Co-Lab 1	20	7
UCOLAB2 Co-Lab 2	20	7
Total	**120**	
Stage 2 BDes/MEDes		
UPRD201 Studio 2: Interactions & Experiences	80	8
UPRD202 Languages for PD	10	8
UPRD203 Social Science II: Design as Research	10	8
UDHT2WWD Design History and Theory: Worlds and Words of Design	20	8
Total	**120**	
Stage 3 BDes		
UPRD301 Studio 3: Culture, Context and Client	80	9
UPRD302 Social Science III: Contemporary Interactions	10	9
UDHT3CTD Design History and Theory: Concepts and Territories of Design	20	9
UPRD303 Design Theory 3	10	9
Total	**120**	
Stage 3 MEDes		
Exchange Out	120	
Total	**120**	
Stage 4 BDes		
UPRD401 Studio 4: Autonomy, Creativity, Expertise	80	10
UDHT4PDD DH&T4 - Dissertation: BDes Hons Product Design	30	10
UPRD403 Social Science IV: Designing Reality	10	10
Total		
Stage 4 MEDes		
Exchange Out	120	
Total	**120**	
Stage 5 MEDes		
UPRD501 Design in Culture & Context	80	11
UPRD502 Dissertation: MEDes Product Design	30	11
UPRD503 Professing Practice	10	120
Total	**120**	

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

Students engaging in a one semester incoming exchange will take two GSA courses, (50 credit and 10 credit, depending on which semester and year of study).
Students embarking on a one semester outward exchange will be taking courses and credits at partner institutions which align with GSA's Code of Assessment and their remaining 60 credits constituted from a 50 and 10 credit GSA course depending on the semester of exchange.

Stage 2	**Credits**	**SCQF Level**
UPRD201S1 Study Abroad/Exchange (Semester 1) Studio 2: Interactions & Experiences	50	8

UPRD201S2 Study Abroad /Exchange (Semester 2) Studio 2: Interactions & Experiences	50	8
UDHT2WWDS1 Design History and Theory 2: Worlds and Words of Design (Semester 1)	10	8
UDHT2WWDS2 Design History and Theory 2: Worlds and Words of Design (Semester 2)	10	8
Stage 3		
UPRD301S1 Studio 3 Study Abroad/Incoming Exchange – Semester 1	50	9
UPRD301S2 Studio 3 Study Abroad/Incoming Exchange – Semester 2	50	9
UDHT3CTDS1 Design History and Theory 3: Concepts and Territories of Design (Semester 1)	10	9
UDHT3CTDS2 Design History and Theory 3: Concepts and Territories of Design (Semester 2)	10	9

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

Students who successfully pass all courses with a minimum of (D3) grade band and achieve all credits from the previous stage of study will progress to the next stage.

11. Programme Aims:

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

Students on both pathways participate in the core programme at stage 1 and stage 2. This is where 'core' design skills are developed and students are also introduced to social sciences research methods and foreign language learning. Students apply for one of the pathways at the mid- year point of stage 2, by selecting the option for BDes or MEDes exchange or remaining at GSA. Application for exchange is confirmed only after assessment at the end of stage 2. (Students on the MEDes pathway retain the option to re-join the B.Des pathway (at both stage 3 and stage 4.)

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

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

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

Develop designers who can:

- innovate their thinking and practice to respond to emerging social, economic, technological and environmental challenges

- integrate social science content and research methods into product design practice.
- engage in design activity geared towards issues of a social and cultural nature
- demonstrate an informed, ethical, and critical position regarding design practice and their role within it
- demonstrate an awareness of the global climate crisis through sustainable and regenerative design practice in the development of design project outcomes
- manifest their thinking as new, desirable, and challenging products, services, and experiences

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

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

Develop designers who can:

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

11.1 Stage 1 Aims:

Stage 1: Making, Modelling and Using

Stage 1 is common to both the B.Des & MEDes pathways. It encourages students to develop an approach to study based on an engagement with context and forms of use. There is an emphasis upon 2D and 3D making, visualisation of ideas, an exploration of materials and form, and an introduction to concepts such as users, cultural context, and social design. There is also an emphasis upon the forging of a cohort, of shared experience and through collaborative activity within and outside of subject domain.

Stage 1 aims:

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

11.2 Stage 2 Aims:

Stage 2: Interactions & Experiences (rationale/aims)

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

Stage 2 extends the introduction to the 'designing for experience' framework through a problematising of notions of 'the user' and the context of use or interaction with artefacts, services, or experiences. This *thinking through making* approach is supplemented by the study of a foreign language, and specialist input from Design History and Theory, based around the theoretical and professional definition of the discipline that defines Product Design at GSA. As such, it provides the basis for student choices regarding overseas academic exchange (either B.Des or MEDes) and the professional opportunities that these will underpin in the future.

Stage 2 aims to:

- Encourage deeper intellectual enquiry into the role of product design within contemporary society.
- Extend the application of user-research engagement techniques to explore and define more complex social situations.
- Introduce the concept of 'experience prototypes' as a means of communicating user-experience.
- Develop a range of visual and narrative abilities appropriate to the communication of more complex design propositions.
- Introduce Computer-Aided Design (CAD) as a way of developing new techniques of thinking and making in 3-D.
- Offer opportunities for in-depth exploration of Historical & Critical studies in relation to Art and Design, and the contemporary role of designers – in particular the cultural role of objects as designed artefacts within the constitution of everyday life.
- Facilitate the attainment of linguistic skills that allows engagement with most everyday study, social and "survival" situations in French, German, Italian, Spanish or Portuguese.

11.3 Stage 3 Aims:

B.Des/MEDes degree pathways:

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

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

the host institution. Failure to secure a passing grade requires a re-sit assessment and possibly, if this, too, is failed, a return to GSA and the B.Des degree pathway.

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

Stage 3 aims:

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

11.4 Stage 4 Aims:

BDes Stage 4: Autonomy, Creativity, Expertise

The last stage of the B.Des degree pathway aims to help students to develop and display a greater degree of creative autonomy in the practice of product design. In addition to the 'core' practical skills gained in stages 1 and 2, or the exploration of the industrial, professional, and trans-disciplinary context of product design practice within stage 3, stage 4 sees students encouraged to develop an individual style and practice. Students are encouraged to identify their relative strengths and weaknesses, practical and theoretical interests, and professional aspirations. This means working towards developing an individual creative, theoretical and practice-based design process capable of demonstrating their proficiency in the 'design for experience' approach to product design and the artefacts, interactions, services, and experiences of which it is constituted. Final year is structured around a process of increasing autonomy in terms of design philosophy, process, and outcome: students move from an externally set brief, to a thematic area within which they designate an area of interest and formulate a brief, to an entirely autonomous 'self-initiated' project in which subject matter, brief and user-group and determined by individual students in consultation with their tutors.

Stage 4 aims:

- To demonstrate ownership and autonomy through self-directed exploration and individual creative expression within an environment of professional and peer-critique.
- To understand and deploy the design process as the synthesis of research, analysis, development, and critique within the context of contemporary design practice.

- To construct and apply a research programme tailored to support a design project and its outcomes. To evidence the value of design in response to a given opportunity or problem.
- To produce both tangible design outcomes and communication to a professional level where their value to business, society and industry is explicit.
- To allow students the opportunity to discuss, analyse and critically reflect upon a social, cultural, or design-related phenomenon through the writing of a product design dissertation.

11.5 Stage 5 Aims:

Master of European Design (MEDes) in Product Design

Upon returning to GSA, MEDes Year 5 aims to enable students:

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

12. Intended Learning Outcomes of Programme:

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

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

12.1 Intended Learning Outcomes of Year 1

Knowledge and Understanding

- Communicate an understanding of the design process and its application
- Demonstrate an analytical understanding of the role of materiality, form, function, and visual language within user engagement with designed products, interactions, and experiences
- Convey an understanding of the difference between quantitative and qualitative approaches to research activity and the generation of research findings within the design context

- Demonstrate an understanding of the language and research methods of the social sciences, particularly the ethnographic approach, and their relevance when working with users and their interactions to design products, services, and experiences

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

Professional Practice: Communication, Presentation, Working with Others (Transferable Skills)
- Engage with user-groups to identify a design opportunity to generate a design concept capable of garnering user-feedback and utilise this within the design process
- Generate a personal portfolio reflecting individual work and communicating involvement within collaborative projects

12.2 Intended Learning Outcomes of Year 2

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

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

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

12.3 Intended Learning Outcomes of Year 3

Knowledge and Understanding

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

Applied Knowledge and Understanding (Subject Specific Skills)

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

Professional Practice: Communication, Presentation, Working with Others (Transferrable Skills)

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

12.4 Intended Learning Outcomes of Year 4

Knowledge and Understanding

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

Applied Knowledge and Understanding (Subject Specific Skills)

- Demonstrate analytical rigour and commitment to experimentation in the development of concepts, prototypes, and outcomes
- Communicate design outcomes within a variety of formats (competition sheets, “viva” or pitched presentation, standalone/exhibit), through the appropriate use of 2-D, 3-D and 4-D

computer packages and advanced prototyping techniques commensurate with the expectations of the Product Design industry and valued by other professions

Professional Practice: Communication, Presentation, Working with Others (Transferrable skills)

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

12.5 Intended Learning Outcomes of Year 5

Knowledge and Understanding

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

Applied Knowledge and Understanding (Subject Specific Skills)

- Apply subject specific skills commensurate with the practices associated with the discipline/sector
- Display a historically oriented and theoretically inflected design process capable of being applied to artefacts, service, or experiences
- Produce a design outcome to a professional level of refinement and resolution in order to engage a wide audience

Professional Practice: Communication, Presentation, Working with Others (Transferrable Skills)

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

13. Learning and Teaching Approaches:

Teaching/Learning Methods for Achieving Outcomes

(A) Knowledge and Understanding

- directed study
- self-directed study
- work in progress tutorial
- one to one guidance and group guidance
- group work/group tutorials

- lecture
- seminar
- critique
- progress review
- self-evaluation
- staff evaluation

(B) Practice: Applied Knowledge and Understanding
- technical demonstration
- directed study
- self-directed study
- one-to-one guidance / group guidance
- group work / group tutorials
- lecture
- seminar
- critique
- progress review
- self-evaluation
- staff evaluation
- work in progress presentation
- formal presentation

(C) (Generic) Cognitive Skills
- directed study
- self-directed study
- one-to-one guidance and progress check
- lecture
- seminar
- critique
- progress review
- self-evaluation
- staff evaluation
- work in progress presentation
- formal presentation

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

(E) Autonomy, Accountability and working with others
- directed study

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

14. Assessment Methods:

There are two forms of assessment: 'Formative' which is ongoing, either at mid-year or at an interim stage of a course or at the end of a project, and 'Summative' which happens at the end of a course. Submissions for each course are assessed against the course specific ILO's (Intended Learning Outcomes) and weighted as outlined in each course specification. Work will be moderated in line with the Code of Assessment and in order to pass each course you must achieve an aggregated grade of 'pass' or above (D3 or above).

Assessment and progression within the programme is weighted towards studio practice through formative assessment of project work at Mid-Year (January) and summative assessment at the end of the course (May). Complimentary shorter courses such as DH&T, Social Science, Co-Lab 1 & 2, Design Theory and Professing Practice are formatively reviewed at an interim stage and summatively assessed at the end of each course. The credit weighting of each year in courses (of 10 & 20 credit multiples) is available in the handbook and year briefing document as appropriate.

Formative assessment - offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses, and affords guidance on future direction. Ongoing work is usually assessed in portfolio format at key and interim stages by staff and relayed as verbal and written feedback.
Formative assessment of shorter courses can happen in a variety of formats, through interim course presentations and review.

Formative Assessment Feedback – is given in written and verbal form, with indicative grades against the specific Intended learning outcomes for each stage of the programme and a written commentary that outlines your progress, your strengths and action points to take forward in areas of your performance that could be improved. This is followed up by feedback tutorials where you will have the opportunity to discuss your assessment feedback with a tutor.

Formative Review – is an ongoing review of your project work by staff, to offer continuous feedback and guidance, but not formally an assessment. This happens through tutorials both individual and group, and at reviews and project presentations. Feedback is verbal and written, through tutor feedback notes and buddy notes by your peers.

A **'Cause for Concern'** can be issued at any point: this highlights any performance concerns and/or risk of failure alongside required 'Actions' with a view to helping students raise their performance prior to summative assessment. In this instance students will be offered additional tutorials to support their learning and progress.

Summative assessment - evaluates individual performance in each course for the Stage (Year) in its entirety. Student work submitted for summative assessment is assessed against the intended learning outcomes for that course and a definitive grade applied. Summative Assessment takes place at the end of a course. Following assessment and moderation, a grade is generated that will determine your progression within the programme. A D3 or above denotes a pass, a grade below that will indicate a fail and a student will be required to complete a resubmission for that course. You are required to achieve a pass in **all** courses in order to progress to the next year of study

Summative Assessment Feedback – is given in written form, showing a summative grade and an indication of performance against the course specific Intended learning outcomes and a written commentary that outlines your progress and strengths and action points to take forward in areas of your performance that could be improved. This is followed up by feedback tutorials where you will have the opportunity to discuss your assessment feedback with a tutor. *(This applies only to progressing years)*

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

Art and Design: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

16. Additional Relevant Information:

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

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

International Exchange [relevant to BDes (Hons) Product Design only]
Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Stage 3 of study and will normally be for the duration of one Semester (15 weeks) either Semester 1 or Semester 2. Students will apply for international exchange in their second year of study

To be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 at the formative assessment stage of the studio course component in stage 2. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can re-consider their application and discretion may be exercised.

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

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

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement. These grades do not contribute to the degree classification.

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

International Exchange [relevant to MEDes only]
Years Three and Four of the MEDes pathway are specific to the "host" institution in which the student is then situated as part of the two-year academic exchange component. The ILO's or equivalent are met at the host institution and align with the GSA Code of Assessment. Each student is required to achieve the requisite number of credits (120), ECT's or equivalent to progress within the programme.