



## Programme Specification

Please note that this specification is subject to change, in line with the national guidance on the response to the Covid-19 pandemic.

### 1. General information

<b>Awarding institutions:</b>	Royal College of Art & Imperial College London
<b>Programme title:</b>	MA/MSc Global Innovation Design
<b>Award:</b>	MA (RCA) / MSc (IC)
<b>Qualification framework level:</b>	Level 7
<b>School/Department or equivalent:</b>	School of Design at Royal College of Art Dyson School of Design Engineering at Imperial College London
<b>Total UK credits:</b>	360 Credits
<b>Partner(s) (if applicable):</b>	Pratt Institute New York, U.S.A Keio University, Tokyo, Japan Tsinghua University in Beijing, China Nanyang Technological University, Singapore.
<b>Date valid from/to:</b>	2020-21

### 2. Programme Philosophy

The programme is founded on the belief that economic and social advancement can be achieved through innovative design. As such, Global Innovation Design aims to provide a learning environment supporting students in the generation and development of innovative ideas that demonstrate an awareness of cultural differences and global and local challenges whilst considering their commercial, social and environmental impact. The programme supports a collaborative approach that involves multidisciplinary teams working together on real world challenges, potentially also alongside commercial, public and not-for-profit sector partners.

We expect our graduates to be world leading in terms of innovation within corporations, consultancies, and international innovation start-ups. The GID graduate is a unique type of innovator whose global cultural awareness combined with skills in design, technology and commerce are a potent mix. Exposed to a mix of global cultures, they become experts in the observation, operation and synthesis of cultural insights. GID graduates are international entrepreneurs of innovation; creative, design or engineering directors leading corporate design innovation strategy. Alternatively, they may choose to further their academic careers through the pursuit of international research opportunities.

### 3. Educational Aims and Outcomes of the Programme

#### **Programme aims**

The programme aims to provide a postgraduate learning environment which:

- cultivates the vision and passion of the student towards becoming a unique self-driven design leader and change-maker for emerging global contexts.
- provides a unique multidisciplinary, multicultural and multinational educational experience for postgraduate designers of exceptional ability who aspire to develop their own practice.
- brings together the complementary expertise and resources of world leading institutions located in key international centres of design expertise to provide a rich spectrum of postgraduate learning opportunities across design, engineering, technology, culture, commerce and industry.
- produces innovators and future design leaders who can apply high-level understanding, creativity and skills to addressing the key social, environmental, cultural and economic challenges of the 21st century.
- produces graduates who will become key innovators and leaders of innovation for a globalised world by creating or finding key positions in the private, public or not-for-profit sectors, e.g. as international entrepreneurs or creative directors and leaders of innovation strategy in international corporations, consultancies, government organisations or NGOs.
- encourages and facilitates international collaboration between the participating institutions with a view to enhancing scholarship and collaboration in postgraduate teaching and developing collaborative research activity.

#### **What will I be expected to achieve?**

Through completing the GID programme, you will develop and refine your knowledge, skills and understanding of design-led innovation methods, applied to a range of subject context(s). You will demonstrate these through several problem-led design challenges that address key social, environmental, cultural or economic challenges of the 21st century, and culminate in one major project.

#### **Programme-Specific Learning Outcomes**

*On completion of this programme, you should be able to:*

##### **A. Intellectual Engagement**

- A1. Develop innovative ideas that challenge the understanding of your practice and discipline.
- A2. Demonstrate an advanced understanding of multicultural, historical and contemporary debate, and state of the art, and how they relate to your practice.
- A3. Demonstrate an advanced understanding of design science and the principles and methods of research and apply them effectively to your own practice.
- A4. Effectively articulate and debate the intellectual and technical processes involved in the production of your work, and its wider ethical and contextual implications.

## B. Technical Skills

- B1. Produce work at an advanced level that demonstrates depth of thought and creativity, and technique in the selection and application of appropriate methods and tools.
- B2. Experiment in your use of technology, materials, processes and environments in order to skilfully realise and develop ideas.
- B3. Display a mastery of the most appropriate technical skills required in the creation, display and documentation of your work.
- B4. Critically evaluate your propositions' impact potential through prototyping, testing, validation and simulation.

## C. Professional Development

- C1. Take responsibility for directing your studies through setting goals and managing time, collaborators and resources effectively.
- C2. Participate as an active, thoughtful and responsible member of a diverse community.
- C3. Define your professional identity through self-reflection and an understanding of your own values, skills and the environments in which you seek to operate.
- C4. Demonstrate how your practice is informed by global and multidisciplinary perspectives.

## 4. What will I learn?

### Programme Structure

The GID Programme consists of six terms of study across two years. Students spend four terms in London and two terms studying with partner institutions either in Tokyo and New York or in Beijing and Singapore, attending in person unless extreme circumstances prevent travel. GID1 and GID2 signify the first and second years of the programme respectively.



The programme is broken down into eight indicative units of study as outlined below. To encourage exploration across diverse activities, each unit is broken down into individual modules, projects and assignments.

Term	Unit	Short Description	Indicative Credits (ECTS/CATS)	
			MSc	MA

1-2	<b>Applied Engineering Design</b>	In this unit you learn a range of core engineering principles, and explore how they can be incorporated into innovative, delightful and functional solutions through learning physical computing and engineering embodiment.	10/20	
1-2	<b>School of Design Platform (Grand Challenge)</b>	In this unit, students from across the RCA School of Design attend a series of lectures and workshops to examine the principles, techniques and practice of design, culminating in a multidisciplinary group design project, the Grand Challenge, addressing one of the major issues of our time.		10/20
1-2	<b>Critical Historical Studies (CHS)</b>	This RCA-wide unit enables students to propose an intellectual framework within which they begin to establish a coherent relationship between theory and practice. More information about this unit is provided below.		15/30
2-3	<b>Global Innovation Design Theory and Methodology</b>	In this unit you learn a range of concepts, tools and strategies that will enable you to undertake rigorous, meaningful design engineering explorations through understanding emerging contexts, technologies, and strategies for leadership in your field.	15/30	
1-3	<b>Vision</b>	This unit provides you with a platform to interrogate your motivations, skills and interests in order to clarify your personal objectives and possible project themes to be explored during the GID journey. The Vision strand is where you build skills in open-ended and self-directed design research, explore your passions and interests, and identify your individual strengths and weaknesses in innovation, design and engineering.	10/20	10/20
3-4	<b>International Project</b>	In this unit you explore how new cultural dimensions and global considerations impact your work and practice, embodying solutions for a range of cultural contexts in GID partner institutions.	10/20	10/20
3-4	<b>International Partner Residencies</b>	A key element of GID, this unit encapsulates the taught elements undertaken when you join the curriculum of the GID partner institutions overseas.	15/30	15/30

5-6	<b>Major Project</b>	This unit aims at nurturing the next generation of global innovation leaders through supporting the delivery of a complex, challenging multi-dimensional project developed from an open-ended question and vision.	30/60	30/60
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## Year One

An overview of the formally taught elements of the curriculum is as follows:

- **GID1 London Core:** A two-term foundation in design theory and methodology, physical computing, innovation, communication and creation of vision. This is structured through a series of design-led project briefs and short sprints across the units of Applied Engineering Design, Global Innovation Design Theory and Methodology, Vision, School of Design Platform (Grand Challenge).
- **GID1 Critical and Historical Studies (CHS) Dissertation Programme:** A key element of the GID Masters programme is the chance for students to produce a significant piece of written work on a reflective theoretical subject related to their studies.
- **GID1 Partner Residency:** A one-term residency with either Keio University in Tokyo or Tsinghua University in Beijing during the final term of the first academic year. Students will take part in the local curriculum at their host institution and earn credits that are converted into the 'International Partner Residencies' unit, where international and national travel restrictions allow. In addition, they will work on their International Project unit which is handed back to staff in London.

## Year Two

An overview of the formally taught elements of the curriculum is as follows:

- **GID2 Partner Residency:** A one-term residency with either Pratt Institute in New York or Nanyang Technological University in Singapore during the first term of the second academic year. You will take part in the local curriculum at your host institution, earning credits that are converted into the 'International Partner Residencies' unit, where international and national travel restrictions allow. In addition, you will work on your International Project unit which is handed back to staff in London.
- **GID2 Professional Development:** A two-term period directed toward refinement of your body of work and professional development. During the final two terms, GID students return to London to complete the final Major Project unit which focusses on leadership, outreach and business development to cultivate your professional design practice. The course culminates in Final Examination and a public exhibition of graduating students' work.

## Critical and Historical Studies

In your first year as an MA student at the RCA, you will undertake the Critical and Historical Studies programme. This programme includes lectures, seminars, workshops and reading groups, led by our team of CHS Tutors. The purpose of the programme is to encourage debate, understanding, intellectual confidence and self-expression in the history, philosophy and criticism of the various disciplines taught at the College, across contemporary and historical themes pertinent to art and

design disciplines. You will benefit from a wide variety of learning and teaching methods, embedded in the different aspects of the CHS programme. We divide these into CHS Platforms (lecture-based content) and CHS Practice (supporting the dissertation process).

CHS provides:

- contemporary, thought-provoking lectures by the CHS and visiting tutors team;
- seminars, workshops and reading groups to extend and expand themes and contexts that are pertinent to art and design practices
- the opportunity for students to explore the ways to articulate in text a self-selected research project, through a taught process; theoretical background and aspects of their chosen discipline through a taught dissertation process;
- individual and group tutorial support from expert tutors.

The CHS (GID & IDE) programme allows you to select from two assessment routes:

*Dissertation:* The CHS dissertation is a tutored piece of written work on a particular topic and it takes the form of a written and illustrated text of between 4,500 and 7,500 words. The dissertation offers an exciting chance to explore, express and test your ideas in an extended written form.

*Portfolio of Texts:* The portfolio of texts is a tutored collection of shorter texts on a particular theme or associated themes. The submission takes the form of between 3 and 6 texts that together constitute 4,500 to 7,500 words. The portfolio option offers the chance to explore and articulate your research through different modes of writing. The portfolio can be submitted either as one full portfolio at the end of the programme or in two phases (January and March), to allow you to stagger the workload.

Details of lecture schedules and key assessment deadlines are outlined in the CHS Handbook, provided to students each academic year, and through Moodle.

### **Partner Institutions**

GID students spend two terms abroad embedded as local students at our partner institutions.

Wherever possible you will attend in person with our partners named below, but this is **subject to local and international travel restrictions**. If you cannot attend, an alternative curriculum will be provided to enable you to meet the learning outcomes of the programme and continue to grow your practice.

Through each of these institutions you will experience a unique culture and mode of teaching, and be exposed to a unique set of local expertise that will challenge and enrich your global education experience.

### **GID PARTNER RESIDENCY TOKYO – Keio University**

The host department is Keio Media Design (KMD) Graduate School at the Hiyoshi Campus of Keio University, Tokyo, Japan. KMD's mission is to develop media innovators who have the ability to innovate on their own to create social value, and to go beyond specific disciplines and national borders.

Students on the GID programme at Keio undertake the GID international project, and a number of classes from across KMD that allow them to tap into cutting edge technologies and work on projects with social impact. Courses available to GID designers are liable to change, but can include subjects such as:

- Entertainment Theory and Creative Strategy

- Perception Aware Computing
- Venture Fundamentals and Launch
- Otaku Culture
- Design for Empowerment and Social Change
- Creative Conception for Transmedia
- Brand-Driven Design Process

Further details available at: <https://www.kmd.keio.ac.jp/>

### **GID PARTNER RESIDENCY NEW YORK – The Pratt Institute**

The host department is the Industrial Design Department (Pratt ID) Graduate School at the Pratt Institute Brooklyn Campus in New York City. Pratt ID aims to develop designers with a deeper understanding of the design process from research through concept creation and design skills. The curriculum is founded on the common pursuit of creativity, experimentation, and innovation, explored through a series of projects, large and small that translate ideas into a wide variety of new forms, systems, and structures. Students on the GID programme at Pratt undertake the GID international project, and a number of classes from Pratt's Masters in Industrial Design (MID) programme that allow them to develop hard skills in design though working closely with staff tutors. Classes available to GID students are liable to change, but can include subjects such as:

- Colour Workshop
- 3D Workshop
- Immigration Studio
- BioDesign Studio
- Medical Device Design Studio
- Uncommon Goods

Further details available at: <https://www.pratt.edu/academics/school-of-design/graduate-school-of-design/industrial-design-grad/>

### **GID PARTNER RESIDENCY BEIJING – Tsinghua University**

The host department is the Academy of Arts and Design at Tsinghua University in Beijing, China. Tsinghua is one of the best performing universities in China. Designers on the GID programme at Tsinghua take part in a customised programme that explores the intersection of social design, designing for manufacture and cultural transfer. This has been developed with the aim of providing a unique multidisciplinary educational experience for postgraduates of exceptional ability who aspire to become key innovators and leader of innovation for a globalised world. Classes available to GID designers as part of this custom offering are liable to change, but can include subjects such as:

- Design Management and Strategy
- Interaction Design for Cultural Experience
- Colour Material Form in Healthcare Applications
- Sustainable Design
- Industrial Design

Further details available at: <https://www.tsinghua.edu.cn/en/>

### **GID PARTNER RESIDENCY SINGAPORE - Nanyang Technological University**

The host department is the School of Art, Design, and Media (ADM) at Nanyang Technological University (NTU), Singapore. ADM is host to a range of inter-disciplinary courses are designed to

mould creative individuals into outstanding artists, designers, animators, new media performers and even business leaders. Their aim is to liberate imaginative minds to unleash breakthrough design as an integral part of life.

GID students at NTU will experience their hands-on, research-led curriculum through undertaking projects with a depth in new media, and a strong emphasis on cultural sensitivity and emerging Asian design. Classes available to GID students are liable to change, but can include:

- Research Methods in Art and Design
- Products in an Asian Cultural Context
- Issues in Product Design Practice
- Visual Communication

Further details available at: <http://www.adm.ntu.edu.sg/Pages/index.aspx>

*All activities in the GID partner institutions are subject to revision and change.*

## 5. How will I learn?

*Please note that these are subject to change, in line with the national guidance on the Covid-19 response.*

The MA/MSc double Masters programme is of six terms' duration spread over two years. The programme takes an experiential approach to learning with design project modules as the main context for developing the process, skills and knowledge required for cross disciplinary global innovation design. These projects are supported by a variety of other learning activities which include lecture series, skills-based workshops and seminars, as well as staff and visiting tutors for group and individual tutorials.

### **Personal Tutorials**

Each student is assigned a personal tutorial once enrolled on the programme, whom you can regularly meet and can contact any time you are in need of pastoral assistance. One tutorial a term is designated to allow you to reflect on your progress as well as challenges in your studies, and any personal issues you face outside of College life.

### **Group and Joint Tutorials**

Students review their work in progress with a variety of staff and Visiting Tutors in tutorials, typically consisting of 1-to-1 or 4-to-1 interactions. You are encouraged to engage with a variety of tutors, both staff and visitors, to ensure you gain a diversity of perspectives on your work and progress, and should expect one or two tutorials per week throughout each term. You are expected to record the outcomes of these discussions for yourself.

GID students also have group tutorials timetabled into the programme. This is a key source of tutor support. These are conducted in different formats according to the type, timing and stage of project. They are usually conducted with one tutor and a group of around 10 students – on occasion other tutors may join. It is expected that students will attend with the work they have carried out in the recent days prior to the tutorials (such as research findings, expert insights, sketches, and models). Presentation material is not required. These are peer review events; tutors are there to guide discussion and provide summary feedback.

### **Seminars**



Seminars are structured presentation and discussion events that are facilitated by staff, students, and occasional special guests. These sessions are based on peer review with tutor guidance, and are an excellent chance to see where your work lies in relation to your classmates. They are a safe and relaxed place to test new ideas, admit mistakes, demonstrate excellence, share suggestions, as well as take advantage of the serendipitous nature of innovation.

### **Formal Reviews**

A formal review is a key type of presentation in GID where progression of project work to a pre-defined point is expected. These opportunities for formative (non-credit bearing) assessment and feedback occur at least once in most GID units, and are important indicators of your works' progress and standard achieved. All students are expected to attend. The expected level of development of the project will be explained in guidelines handed out to the students. During these reviews you will make a presentation of work to date to the full year group plus reviewers. Students present either in their groups or individually. Reviewers make notes and mark the presentations according to the criteria for that particular review. These are available to view and will be shared with students after the event. Further summary written feedback may be given for critical review points.

You may get the opportunity to participate in an exhibition of your student work, either during or at the conclusion of your studies. Your Programme Handbook should provide more information on the nature of this participation.

## **6. Assessment and feedback**

### **Unit assessment**

The progress of a GID student is reviewed on a continuous basis through verbal and written formative feedback. There are two summative examinations, an Interim and Final.

#### Interim Examination

The Interim Examination is a formal examination of each student's work which must normally have taken place by the end of May each year other than the final year. Following completion of this examination, the Head of Programme drafts a brief report on the development of each students' work, attendance record, and application to their subject including any other relevant observations.

This report goes to the RCA Academic Board for Concessions & Discipline, with the recommendation that a student does or does not proceed to their second year. If at Interim Examination a student is considered to be a borderline fail, a programme of work may be set for further examination to enable progression into the second year.

The Interim Examination examines progress mid-way through a student's studies and evaluates their progress. Each student will be asked to show work completed to date and will be invited to discuss it. The quality of the work and approach to studying are considered.

For students who are referred at the end of their first year, reassessment will normally take place in the September before the next academic year begins. Final year students may be offered the opportunity for examination in December or the following June. It is not possible for students who are referred to be examined in the same examination period.

For more information, please see the RCA Regulations

#### Final Examination

The Final Examination consists of a viva-voce, which takes place in the final term of the programme. The major project together with a body of work showing the progression of the student's work exemplifying the learning journey throughout the programme will be assessed during the exam by a panel of academics.

Each student's work is assessed by academics in this way, and a sample of the cohort's work is reviewed by External Examiners. An RCA School of Design Examination Board, chaired by the Dean of School, will be held to recommend results to the Academic Board for Concessions & Discipline for ratification.

*Note: The GID Final Examination Board differs from the RCA normal exam board in that it is normally is made up of equal number members of staff from both RCA and Imperial.*

**Information regarding individual assessments will be included in the Unit Descriptors, and will be available to students at the beginning of the academic year.**

## 7. What award can I get?

To be awarded a Double Masters degree you need to gain 360 credits at level 7 of the Framework for Higher Education Qualifications (FHEQ). This will involve successfully completing all units.

If you fail a unit at the first attempt, you will be offered an opportunity to resit the unit. If you are successful you will be awarded the credits for that unit. If you are unsuccessful, you cannot progress further in your programme.

For more detailed information about the College's assessment, progression and awards policies see the Regulations.

## 8. Admissions

### **Programme-Specific requirements**

The Global Innovation Design MA/MSc programme accepts a multidisciplinary range of applicants – we want diversity of expertise, culture and experience and we welcome applicants from other diverse fields such as business, social science, and the arts. In fact, successful GID applicants can come from many fields: anyone with outstanding skills in their current activities who has a fundamental

belief that design can make a direct contribution to improving global and local challenges.

GID is a double Master's programme run jointly between the RCA and Imperial College London, and consequently applicants need to meet the requirements of both institutions.

Candidates for Global Innovation Design are normally required to have at least a UK honours degree at 2:1 level (or the equivalent) in any subject relevant to innovation. It is desirable for candidates to have some relevant work experience.

In exceptional circumstances applicants without the required degree qualification will be considered, for example, excellent professional experience or outstanding creative or technical abilities. Special cases for admissions require unanimous approval from the IDE Entrance Examination Board, then approval by the RCA's Academic Board for Concessions and Discipline (ABCD) and Imperial's Programme's Committee.

### **Entrance requirements are described at:**

Royal College of Art: Entrance requirements are described at:

Royal College of Art: [www.rca.ac.uk/study/apply/entrance-requirements/ma-entrance-requirements/](http://www.rca.ac.uk/study/apply/entrance-requirements/ma-entrance-requirements/)

Imperial: [www.imperial.ac.uk/study/pg/apply/requirements](http://www.imperial.ac.uk/study/pg/apply/requirements)

### **Applicant Qualities**

Generally, we are looking for applicants to demonstrate their:

- creativity, imagination and innovation;
- ability to articulate the intentions of the work;
- intellectual engagement in areas relevant to the work;
- technical skills appropriate to the work;
- potential to benefit from the programme and achieve MA standards overall.

### **English Language**

Applicants who are not a national of a majority English-speaking country will need to demonstrate their English language proficiency. The College accepts a range of English language qualifications. The full list can be seen at <https://www.rca.ac.uk/studying-at-the-rca/apply/entrance-requirements/english-language-requirements/>

Applicants are exempt from this requirement if they have received a 2.1 degree or above from a university in a majority English-speaking nation within the last two years.

If a student would need a Tier 4 visa to study at the RCA, they will also need to meet the Home Office's minimum requirements for entry clearance.

### **Admission Process**

Applications must be made directly to the College through our online application portal:

<https://www.rca.ac.uk/studying-at-the-rca/apply/application-process/ma-application-process/>

### **Portfolio**

All applicants are required to submit a portfolio as part of the application process. A portfolio is a showcase of an applicant's work as an artist or designer and can be made up of images, videos or writing examples. The portfolio helps us to better understand the applicant and allows them to show evidence of their ability and motivation to undertake a given programme.

Each programme is looking for different things in a portfolio; each Head of Programme provides specific advice on portfolio requirements in the online application system. We advise prospective students to consider these requirements carefully before submitting their application.

Please consult the College website for further information on programme-specific admission and portfolio requirements.