



Programme Specification

1. General information

Programme title:	MA/MSc Global Innovation Design
Award:	MA (RCA) + MSc (ICL)
Mode of study (FT/PT):	Full Time
Exit award:	PG Dip
Programme duration:	Two Years
Qualification Framework level:	Level 7
School/Department or equivalent:	RCA School of Design ICL Dyson School of Design Engineering
Campus location(s):	RCA Battersea and Kensington ICL South Kensington
Total UK credits:	360 credits
Total ECTS:	180 credits
Partner(s) (if applicable):	Imperial College London (ICL) and Royal College of Art (RCA)
Type of partnership (if applicable):	Double degree award
Date valid from/to	2022-23

2. Programme Philosophy

Global Innovation Design (GID) is about developing innovators who can combine a deep understanding of culture and context with skills in design, technology and leadership to create lasting positive impacts for people and the planet. GID helps students become this new type of innovator in three ways: firstly, by helping students develop their own vision, agency and leadership skills; secondly, by immersing students in different cultures and contexts to help hone insightful working and inform and inspire new innovations; and thirdly, by helping students learn how to adopt and apply transdisciplinary practices for creating transformational change.

The programme's transdisciplinary approach to innovation combines the skills and cultures of two internationally renowned but very different organisations: a predominantly technical university (ICL) and a college of art and design (RCA). This transdisciplinary culture forms the foundations of the work in GID and prepares students to head into exploratory territory with their work and their travels when they explore new ideas and new ways of working with our partners across the world. The result is the rigour and precision of scientifically grounded work in combination with the insightful and creative aspects of place-based design explorations.

Throughout this journey, GID fosters a collaborative approach to innovation, driven by curiosity, empathy and rigour. Students are encouraged to cultivate their personal passions, develop unique design processes, and carve their own paths through open-ended project spaces. To support skills development, a number of projects also involve multidisciplinary teams working together on real world challenges. We expect our graduates to be world leading in terms of innovation within corporations, consultancies, and start-ups. Exposed to a mix of global cultures, they become experts in the observation, operation and synthesis of cultural insights. GID graduates are international catalysts for innovation; creative, design or engineering directors leading corporate design innovation strategy, or explorers of the unknown pursuing international research opportunities or starting up their own ventures.

3. Educational Aims and Outcomes of the Programme

Programme aims

The **GID programme** aims to provide a unique development opportunity that will support you to:

1. Explore new cultures and contexts to identify innovation opportunities, and build transdisciplinary global design practices.
2. Experiment with personal practices that harness uncertainty and pathfinding at the borders of emerging contexts and established disciplines.
3. Cultivate ethical foresight in your practice by strategically considering future perspectives, impacts and legacies of your work.
4. Develop insightful work through building contextual and collaborative research processes and rigorous scientific foundations.
5. Communicate and realise impactful ideas through prototyping, experimentation, and validation.
6. Build agency, vision and leadership for transformational and positive change.

What will I be expected to achieve?

Upon successful completion of the programme, you will be expected to meet the requirements of both the RCA and ICL College-wide Learning Outcomes and your programme-specific Learning Outcomes.

RCA College-Wide Learning Outcomes

- Interrogate and articulate the intentions of your work in relation to the critical and conceptual context of your field(s) of study;
- Independently plan and produce work that is informed by developments at the forefront of your field(s) of study;
- Evaluate and critique the principles and methods of research in your field(s) of study, and apply these principles to your creative, professional and/or scholarly practice;

- Demonstrate originality in how you translate knowledge into practice;
- Communicate your creative, professional and/or scholarly practice to a non-specialist audience;
- Critically reflect on the likely public impact of your creative, professional and/or scholarly practice, and on your responsibilities as a practitioner;
- Define your professional ambitions and identify the challenges involved in meeting them.

ICL College-Wide Learning Outcomes

The Imperial College-Wide Learning Outcomes (otherwise known as the Graduate Attributes) are a set of core competencies to which we aspire in all our degree programmes. Our aim for our graduates is that you will:

- Demonstrate deep conceptual understanding of your chosen discipline
- Work effectively in multi-cultural, international teams and across disciplinary boundaries
- Approach challenges with curiosity, critical thinking and creativity
- Innovatively apply your skills to tackling complex real-world problems
- Understand and value different cultures and perspectives
- Have developed into independent learners with high self-efficacy
- Display a strong sense of personal and professional identity

Find out more about Imperial's commitment to offering all of our students a world-leading, rigorous, evidence-based, inclusive educational experience embedded in a vibrant research environment, by visiting the Learning and Teaching Strategy webpages:

<https://www.imperial.ac.uk/learning-and-teaching-strategy/>

Programme-Specific Learning Outcomes

Upon successful completion of the programme you will be able to:

1. **Cultural Translation:** Identify and embed global, cultural and disciplinary perspectives in your design processes, practices and outcomes.
2. **Future Foresight:** Explore and debate future perspectives in your work and synthesise propositions that consider environmental and social implications.
3. **Human Insight:** Identify and develop new design innovation opportunities through investigations of stakeholders with different global and cultural perspectives and behaviours.
4. **Grounded Insight:** Employ and adapt methods from the fields of humanities, design and engineering to investigate areas of opportunity and support the validation of design projects to evidence the potential to create impact.
5. **Communication:** Communicate effectively through dialogue and oral, graphical, video, physical and written media with diverse audiences.
6. **Impactful Implementation:** Carry out prototyping and experimentation at all stages of innovation in products, services, and systems to enable effective evaluation, iteration, and communication at a range of scales and levels of technical complexity.

7. **Cultivating Purpose:** Analyse and position yourself in evolving global professional contexts identifying a personal professional identity and related pathways.
8. **Transdisciplinary Pathfinding:** Conduct projects at the boundaries of disciplines by cultivating and constructing exploratory design processes.
9. **Science Literate Pathfinding:** Plan and produce rigorous work founded in scientific concepts and processes by identifying and interpreting the state of the art.
10. **Leadership:** Exemplify agency and leadership in transformational learning, development and project planning at micro, meso and macro scales.
11. **Creative Collaboration:** Cultivate and implement a transdisciplinary and teamworking approach to diverse contextual challenges and opportunities.
12. **Design Across Scales:** Construct and critique design propositions that embrace complexity by considering the scope of their implementation and impact.

The primary themes for the learning outcomes are indicated in bold. These programme level learning outcomes represent distilled descriptors of complex and comprehensive combinations of specific knowledge, intellectual and technical skills and personal-professional attributes. They encompass significant concepts and themes which are integral to the distinctiveness of the programme. You will be provided with further context including a glossary relating to these key concepts during introductory sessions and throughout the programme.

These outcomes describe qualities which are expected to be developed continuously through the two years of the programme and *mastered* by the completion of the programme. You will be able to demonstrate *development* of all the outcomes by the completion of all units in Phase 1 and the first residency of Phase 2. Eligibility for a PGDiploma exit award is achieved by passing 120 UK credits in the first year of the programme and demonstration of development of the following learning outcomes: 1, 3, 4, 5, 6, 8, 9, 11.

4. What will I learn?

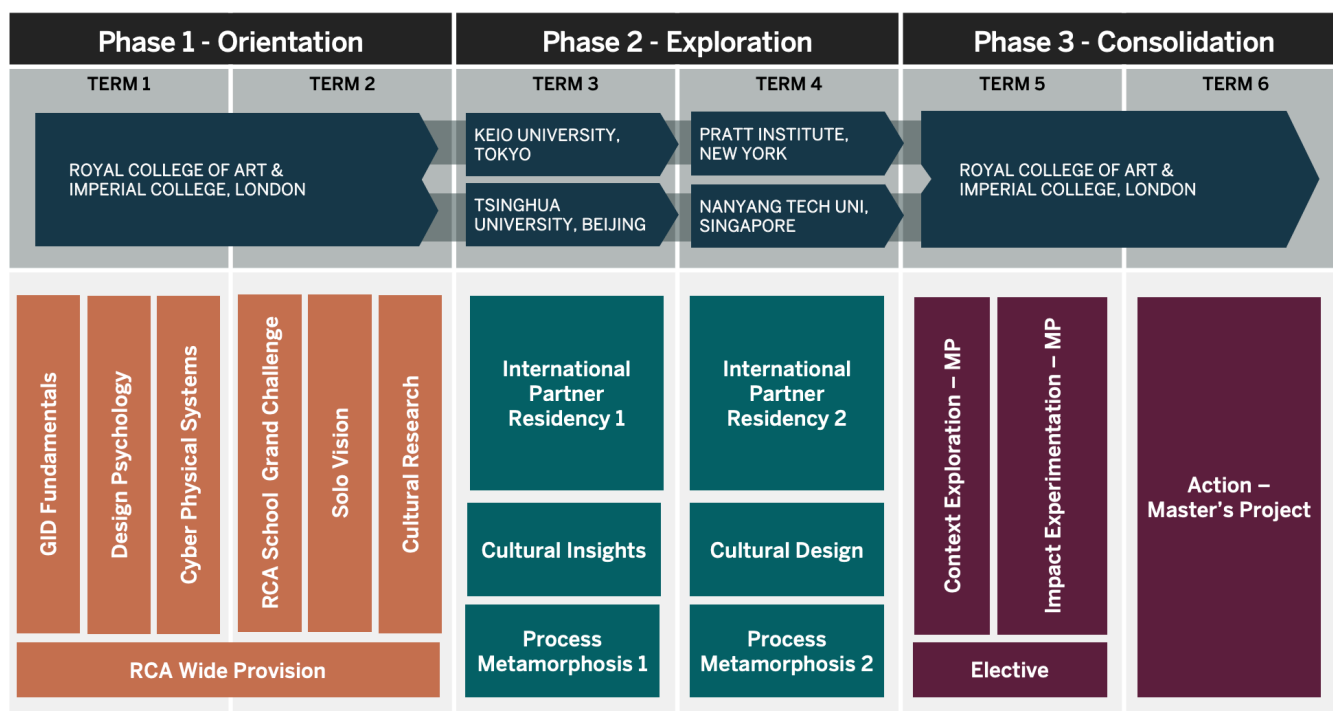
The GID Programme consists of three core phases across the two years, as shown in the 'Curriculum Map' figure below. You will spend the first phase (two terms) in London, the second phase abroad (two terms) with partner institutions either in Tokyo and New York or in Beijing and Singapore (attending in person unless extreme circumstances prevent travel) and the third phase back in London (two terms).

The first phase of the programme is designed to provide **Orientation** to GID and new ways of working. The second phase is designed to facilitate **Exploration**, and new ways of seeing and understanding the world. The final phase is designed to support **Consolidation**, and the synthesis and implementation of all the skills gathered throughout the GID experience.

An overview of the components of the programme are shown in the 'Programme Structure' table below, outlining the credit weightings, lead institutions, and their contributions towards MSc

degree outcomes. Each phase, and the units within them, are then detailed further in the following sections.

Curriculum Map



Programme Structure

Phase	Unit Title	Term	Credit Value (CATS)	Institution	Core or Elective?	MSc Outcome
1	GID Fundamentals	1	15	RCA / ICL	Core	Pass/Fail
1	Design Psychology	1	15	ICL	Core	Pass/Fail
1	Cyber Physical Systems	1	15	ICL	Core	Pass/Fail
1	RCA Wide Provision	1-2	30	RCA	Core	Pass/Fail
1	RCA School Grand Challenge	2	15	RCA	Core	Pass/Fail
1	Solo Vision	2	15	RCA / ICL	Core	Pass/Fail
1	Cultural Research	2	15	RCA / ICL	Core	Pass/Fail

2	International Partner Residency 1	3	30	RCA / ICL	Core	Pass/Fail
2	Cultural Insights	3	15	RCA / ICL	Core	Pass/Fail
2	Process Metamorphosis 1	3	15	ICL	Core	Pass/Fail
2	International Partner Residency 2	4	30	RCA / ICL	Core	Pass/Fail
2	Cultural Design	4	15	RCA / ICL	Core	Grade (12.5%)
2	Process Metamorphosis 2	4	15	RCA	Core	Pass/Fail
3	Context Exploration – Master’s Project	5	15	RCA / ICL	Core	Grade (12.5%)
3	Impact Experimentation – Master’s Project	5	30	RCA / ICL	Core	Grade (25%)
3	Elective	5	15	ICL	Core	Pass/Fail
3	Action – Master’s Project	6	60	RCA / ICL	Core	Grade (50%)

Phase 1 - Orientation

Phase 1 is made up of a series of units where you will gain confidence exploring the GID transdisciplinary and cultural landscape and in developing your core skills, knowledge, strategies and practices. These lay the foundations for the future stages of the programme by exposing you to new ways of thinking and working and helping to grow personal toolkits.

<i>Phase 1 Units</i>	<i>Description</i>
GID Fundamentals	In this unit you will be introduced to the GID programme and begin to build confidence through project-based learning in the key differentiating GID concepts. This includes investigations and debates on how topics such as globalisation, environmental impact, diversity, culture, collaboration, freedom, values and ethics interact and interconnect with global innovation design.
Design Psychology	The unit represents your first opportunity to work on a set design challenge using research-driven ideation as a foundation. This work will act as a basis for systematic and science-driven design exploration

	during the following terms. The unit provides an overview of basic psychological processes that govern human behaviour, emotions, attitudes, and decision-making processes, as well as fundamental aspects of behavioural and social science methodology.
Cyber Physical Systems	An investigation into how physical computing, connected systems, big data and machine learning are being used to tackle complex problems. A foundational course assuming elementary or no prior knowledge which will support you in developing understanding and confidence in associated subjects including mechanical design, control & feedback systems, electronics, programming and machine learning.
RCA Wide Provision	An ambitious interdisciplinary College-wide unit supporting how you respond to the challenges of complex, uncertain and changing physical and digital worlds by engaging you in a global creative network that draws on expertise within and beyond the institution.
RCA School Grand Challenge	Developing new and innovative solutions to a new and emerging major global issue (a Grand Challenge) through working in interdisciplinary student teams across the School of Design. The unit explores how creativity and innovation can be enhanced by synthesising perspectives, ideas, skills and processes from different cultures and disciplines.
Solo Vision	This unit aims to provide you with a platform to develop your agency in directing your work. This is the first unit in which you will work on any project theme of your choice. To do this, you will self-select an interest area, and then select and apply the most appropriate methodologies for developing and testing your ideas. Through honing your design, engineering and project management skills you will gain confidence in navigating uncertainty and have an opportunity to interrogate your motivations and interests to clarify personal themes and practices.
Cultural Research	An introduction to the theories, methods and tools for researching new cultures and contexts and exploring people's everyday lives to gain insights into people's behaviours, motivations, needs, desires, beliefs and values. This is the first unit in a strand of three cultural units where you will gather tools needed to conduct work during the exchanges.

Phase 2 - Exploration

Phase 2 is made up of six units. For phase 2, you will be based at overseas partner institutions gaining new skills and conducting immersive cultural design research. 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. With the partners you will learn as part of the local curriculum, and so will study alongside local students to experience the local cultural and disciplinary differences.

To develop your professional agency as you travel, you will be given a number of opportunities to work on open brief solo projects. In each location you will also have an opportunity to work on a project supervised by the local academic team and in the local academic style. To support this, the cultural units and the Process Metamorphosis units will be led by the RCA and ICL teams to act as an anchor in your cultural experience. In these you will consciously reflect on your experiences in a new culture, and on your own personal development.

Phase 2 Units	Description
International Partner Residency 1	A one-term residency with either Keio University in Tokyo or Tsinghua University in Beijing. You will take part in the local curriculum at your host institution and earn credits that are converted into the 'International Partner Residencies' unit.
Cultural Insights	This is the second unit in the cultural strand, where you will work on a project of your choice during the first exchange. Driven from a personal perspective, you will apply theories, methods and tools covered in the cultural research unit to record and reflect on new insights gained from personal immersion in a new location and context. You will also critically reflect on the effectiveness of different methods, tools and strategies used and how to work within cultures.
Process Metamorphosis 1	This unit is the first of two exploring the topic of your metamorphosis, and aims to give you the tools you need to understand and direct your personal development and direction within GID. You will reflect on the changing shape of your personal design processes and practices over the course of the initial stages of the programme, identifying key changes and areas for strategic development in the future.
International Partner Residency 2	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.
Cultural Design	In this final cultural unit you will translate cultural insights and observations into synthesised design propositions, to develop your skills in translating design practice and propositions into other contexts and cultures. Through your new location and context you will refine and develop new design concepts and critically reflect on how ideas might need to change shape given the needs, expectations, motivations and desires of people within different contexts and cultures.
Process Metamorphosis 2	In this unit you will build on the first metamorphosis unit to continue to explore your evolving practices as a designer and to identify core

	interests to propose a direction for your personal development, and your Master's Project in the final stages of GID.
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Our GID international partners are selected as they are top universities in their fields and their respective countries. As part of the exchange therefore, you will experience a breath of learning styles considered to be the leading edge across the world. However, as with any university all modules and activities in the GID partner institutions are subject to revision and change. The below sub sections will give an idea of your specific department of study and indicative content taught at each partner.

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. Each year GID students have the chance to select the courses they will study from a range of courses taught in English in the local curriculum, and will study alongside local students. Students are also involved in research happening in the school and have the ability to embed within research groups exploring technology, society and media and to work on live projects.

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. Each year GID students have the chance to select the courses they will study from a range of courses in the local curriculum, and will study alongside local students.

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/graduateschool-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. As the rest of the school teaches in Mandarin, GID students are unable to select classes or work directly with local students, but they often have the opportunity to work alongside other exchange students such as those from the Politecnico di Milano. However, the custom curriculum 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. As ADM is an undergraduate department, there is limited scope to take local classes alongside local students, but instead GID students are treated to custom classes with a focus on cultural exploration and professional development.

Classes available to GID students as part of this custom offering are liable to change, but can include subjects such as:

- 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>

GID PARTNER RESIDENCY - Alternative Curricula

Wherever possible you will attend in person with our partners, however, there are a number of factors which may impact your ability to physically travel to a partner institution. This may include, but are not limited to, international politics, visa complications, global travel restrictions, and medical complications resulting in lack of fitness to travel.

If you cannot travel or attend a residency, an alternative curriculum will be provided to enable you to meet the learning outcomes of the programme and continue to grow your practice

This will be designed based on the specific circumstances being faced, and tailored to the needs of the individuals in need of alternative curricula. Examples of alternatives may therefore include, but not be limited to the following where you may be able to:

- attend a different partner university than initially planned.
- attend a partner remotely with classes delivered online.
- take part in a specially designed project or internship during the term.
- take part in a new curriculum based out of the ICL and RCA.
- take part in a combination of the above.

Phase 3 - Consolidation

In phase 3 you will further develop your individual and professional agency, vision, leadership, knowledge and skills through self-directed work. Three units (context exploration, impact experimentation and action) will take you through different stages of the innovation process to help you develop your ideas and vision into an innovation that can have a positive impact in the

world. In addition, you will be able to choose an elective unit to develop specialisms in particular areas of interest to you.

Phase 3 Units	Description
Context Exploration – Master’s Project	Self-directed project that identifies and investigates a context for study through a process of planning and primary and secondary research to discover important issues and opportunities for design innovation.
Electives – Dyson School of Design Engineering ICL	<p>You will have an opportunity to take an elective from a portfolio of specialist subject modules offered by the Dyson School of Design Engineering at ICL. You will select a subject in consultation and with approval from programme tutors during Phase 2. The elective choice provides the opportunity to deepen or expand specialist knowledge, for example to complement the direction of the Master’s project. This first iteration of this updated programme will offer the following options:</p> <p><i>XR & Advanced Industrial Design.</i> In this unit you will work on developing and building core industrial design skills and knowledge. This elective also aims to develop skills, knowledge and understanding of the potential of XR or cross-reality, both in the tools for designing and in the emerging applications for XR - IoT systems and experiences.</p> <p><i>Economics and Finance for Systems Design.</i> In this unit you will be provided with an applied skillset to assess the financial viability of a product or system of your choice, find the best performing designs, and build-in flexibility to deal pro-actively with risk and uncertainty. This elective focuses on core principles in micro-economics, accounting, finance, uncertainty modelling, and decision-making - emphasising hands-on applications through the analysis of a wide range of real-world systems.</p> <p><i>Designing for Sustainable Futures.</i> In this unit you will explore how to design for better futures. This elective aims to provide an understanding of the tools and techniques available to implement sustainable design and provide knowledge of the methods a company can employ to reduce environmental impacts, promote sustainable practices and build more resilient futures.</p> <p>The programme team are working to provide options for students taking an elective in 2024 to be able to select from a broader range of options.</p>
Impact Experimentation – Master’s Project	Self-directed project that builds on the issues and opportunities uncovered in ‘Context Exploration’. Focuses on synthesis and evaluation of design innovation opportunities, followed by iterative creation and evaluation of a range of ideas, concepts and embodiments

	with key stakeholders in terms of their potential impact from social, cultural, economic, ethical and environmental perspectives.
Action – Master’s Project	Self-directed project that builds on the insights gained from the ‘Impact Experimentation’. Focuses on the iterative design, development and evaluation of the proposed innovation with key stakeholders for validation, communication and diffusion.

5. How will I learn?

The programme takes an experiential approach to learning with project-based learning as the main context for developing the process, skills, knowledge, attitudes and values required for cross-disciplinary and cross-cultural innovation through design. You will learn through a variety of teaching typologies which include briefings, lectures, workshops, demonstrations, independent study, review presentations, seminars, critiques, peer reviews, exhibitions, technical instruction, and group and individual tutorials with staff from both home institutions and host institutions.

Each unit will comprise of one or more projects. Learning will be assessed in each unit through formative and summative assessment. The formative assessment will provide you with feedback on the strengths and weaknesses of your work to date and recommend strategies for improving learning to enhance the outcome of the summative assessment. Examples of learning support and feedback include:

Personal Tutorials: You will be assigned a personal tutor 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 Individual Tutorials: You will review your work in progress with a variety of staff and visiting tutors in tutorials, typically consisting of 1-to-1 or small group interactions. You are encouraged to engage with a diversity of perspectives on your work and progress, and are expected to record the outcomes of these discussions for yourself. These are a key source of support and development, conducted in different formats according to the type, timing and stage of project. These sessions are work reviews so it is expected that you attend with your work, which may include research results, sketches, prototypes, simulations.

Peer Review and Learning: Reviewing each other’s work and supporting each other with skills development is strongly encouraged. Taking place during informal and formal activities in a studio environment this is one of the most powerful ways you will learn.

Lectures: Lectures cover a range of subjects in innovation, design, engineering and the humanities. These sessions augment the intense creative and developmental demands of the project-based units. The programme runs a series of practice and research-related lectures and talks by staff, visiting tutors and guest experts.

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 predefined point is assessed. These opportunities for feedback usually occur at least once in each project, and are important indicators of your progress and standard of work. The expected level of development of the project will be explained in guidelines handed out and during these reviews you will typically make a presentation of work to date to the full year group plus reviewers.

Overall Workload: Your overall workload consists of face-to-face sessions (contact time) and independent learning. Contact time includes teaching, technical support, assessment, and provision of guidance and feedback. While your actual contact hours may vary between the different units you undertake during the two years, the two years of study (360 UK credits) equates to 3600 learning hours (including contact time and independent learning). On average, contact time will cover approximately 25% of your overall learning hours, and therefore you will spend approximately 75% of your time on independent study.

International Learning: You will join the taught curriculum of the host institutions and therefore study as per the host institutions local teaching styles and typologies. These learning mechanisms will vary greatly depending on the content and culture. Partaking in this broad range of teaching styles and methods are a core part of the GID experience to learn different disciplinary and cultural perspectives. However, most modules or classes of study (or equivalent) on offer at partner institutions are based on practical applied working, and as such assessments are often project based involving coursework and presentation based assessment as opposed to examinations.

6. Assessment and feedback

Regulations

Regulations for assessment and progression can be found here. Please familiarise yourself with these.

Unit assessment

Your progress is reviewed on a continuous basis through summative assessment of each unit of study. Summative assessment is designed to assess your performance and enable you to pass or fail a unit of study, and therefore accumulate credits. In units which count toward your final MSc attainment you will also be given a grade to indicate your level of performance.

Information regarding individual assessments will be included in the unit descriptors, and will be

available to you at the beginning of the academic year. For each unit, you will be assessed against the learning outcomes of that unit and receive feedback on your submissions (typically within three weeks of assessment completion) including both verbal and written feedback to support your development. A variety of assessment methods are used throughout the programme including individual and group coursework, written reports, portfolios, oral presentations, viva voce, videos and demonstrations.

In addition to summative assessment points, in each of the units we will give formative feedback throughout the learning. This type of feedback is designed to help you improve and does not count towards your grades or progression. During formative feedback points, we expect you to keep notes of comments and verbal feedback, providing an aid to reflective learning. Informal feedback may also occur in peer reviews and on an ad-hoc basis with a range of visiting tutors from the wider colleges or industry.

More information on assessment types can be found on the [ICL website](#).

Additional Assessments/Programme Requirements

The GID programme is subject to the quality assurance procedures of both the Royal College of Art and Imperial College London. Students will be assessed by both institutions and must meet the programme requirements of both institutions.

When you are studying with partner institutions, you are a fully registered student guest at that location. Therefore, you are subject to the local quality assurance procedures and other requirements of the host institution and are expected to represent your home institutions in a responsible manner.

Typically, the first residency will begin in late March or early April, and end in late June or early July. Then, the second residency will typically begin in early or mid-August, and end in mid-November or mid-December. This means there is usually very little break in between terms of study, and you can expect to be studying full time throughout your registration in GID without extended summer breaks as may occur in other programmes. We firmly recommend students do not take on additional part time work or internships during this time, and instead use any breaks between terms to take a full and restful break. Further details of the term dates for GID in London can be found on the [RCA website](#).

In addition to the tuition fees and supplement, you will need to pay for the additional costs associated with the programme. This will include materials, equipment, travel, visas and other costs incurred during your studies. An approximate breakdown of these additional costs are outlined below:

Approximate Ancillary Programme Costs (in addition to tuition fees and supplement, and excluding expected additional costs such as housing and food etc.)	
<i>Description</i>	<i>Approximate Cost</i>
Equipment, Materials and Books	£1,800
Flights and Travel	£6,000
Visas and Administrative Fees at Partners	£1,200

7. What award can I get?

MA & MSc Global Innovation Design

In order to qualify for an MA in Global Innovation Design from the Royal College of Art and a MSc in Global Innovation Design from Imperial College London, students will be expected to earn 360 UK credits across the units delivered (180 UK credits for the MA and 180 UK credits for the MSc).

The RCA is responsible for the issue of the pass list for the MA award and the issue of MA award certificates. ICL is responsible for the issue of the pass list for the MSc and the issue of the MSc award certificates, where the final attainment grades will be determined by taking the grades achieved in the units as shown in the Programme Structure.

PG Dip Global Innovation Design

In order to qualify for a Postgraduate Diploma in Global Innovation Design as a shared award from the Royal College of Art and Imperial College London, students will be required to earn 120 UK credits across the units delivered in the first year of the programme. These credits can be across any of the units in terms 1, 2 or 3 as detailed in the programme structure.

8. Admissions

Cross-College requirements

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.

Academic Requirements

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 GID 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 GID Entrance Examination Board, then approval by the RCA's Academic Board for Concessions and Discipline (ABCD) and Imperial's Programme's Committee.

Applicant Qualities

Generally, we are looking for pioneering applicants to demonstrate their:

- creativity, imagination and innovation;
- ability to clearly display and articulate the intentions of your work;
- intellectual engagement in areas relevant to the work and subjects that matter to you;
- technical skills appropriate to the work and rigour in your approach;
- potential to direct and navigate their learning journey within the structure of the programme, and achieve MA and MSc standards overall.

English Language

Applicants who are not a national of a majority English-speaking country will need to demonstrate

their English language proficiency. For the GID programme you will need the equivalent of an IELTS Academic score of 7.0 with a minimum of 6.5 in the Test of Written English (TWE). The College accepts a range of English language qualifications, and the full list can be seen at <https://www.rca.ac.uk/studying-at-the-rca/apply/entrancerequirements/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 Royal College of Art through our online application portal: <https://www.rca.ac.uk/studying-at-the-rca/apply/application-process/ma-application-process/>

Portfolio: Entrance Examination Part 1

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 you to show evidence of your ability and motivation to undertake a given programme.

Interview: Entrance Examination Part 2

Selected applicants are invited to the programme for an entrance examination which comprises of an interview (15 minutes in duration).

Route Selection: At point of invitation and offer

During the admissions process, we ask applicants to reflect on which route of GID study they are most interested in – either Tokyo-New York, or Beijing-Singapore. At the interview, you will be asked which route is your preference. You will also be asked if you would consider an offer only for this route, or if you would accept the alternative as a second choice. If you then receive an offer for GID this will clearly specify which route of travel you are being offered. If you accept a place based on this offer, then this is considered a final decision and you will not be able to swop at a later date – unless there are any unforeseen circumstances leading to the need for an alternative curriculum.

Diversity and Inclusion

As a programme firmly built on working with and for diversity - we welcome applications from all backgrounds and aim to cultivate inclusive environments in our curriculum and cohort. Similarly, both RCA and ICL are committed to creating open and professional environments. If you would like to know more about activities and accessibility at each institution you can find the information online. For the RCA there are details of [Equality & Diversity activities here](#), and [Scholarships and Awards here](#). For ICL there are details of [Equality, Diversity and Inclusion here](#), and [Postgraduate Scholarships here](#).

9. Supporting Information

Imperial College's Quality & Enhancement Framework is available at:
www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance

Imperial College's Academic and Examination Regulations can be found at:
www.imperial.ac.uk/about/governance/academic-governance/regulations

Imperial College London is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine": www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/

Imperial College London is regulated by the Office for Students (OfS):
www.officeforstudents.org.uk/advice-and-guidance/the-register/