



Royal College of Art

Postgraduate Art and Design

**Imperial College
London**

Programme Specification for Global Innovation Design

This specification provides a **concise** summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. This specification provides a source of information for students and prospective students seeking an understanding of the nature of the programme and may be used by the awarding institutions for review purposes and sent to external examiners. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the programme handbook online. The accuracy of the information contained in this document is reviewed by the awarding institutions and may be checked by the Quality Assurance Agency.

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| 1. Awarding Institutions: | Royal College of Art &
Imperial College London |
| 2. Teaching Institutions: | Royal College of Art,
Imperial College London,
Pratt Institute &
Keio University |
| 3. External Accreditation by Professional / Statutory Body: | N/A |
| 4. Name of Final Award: | MA (RCA),
MSc (Imperial) &
Diploma of Imperial
College
London (DIC) |
| 5. Programme Title: | Global Innovation Design |
| 6. Date of production / revision of this programme specification: | December 2012 |
| 7. Name of Home Department: | School of Design,
Royal College of Art &
Department of Mechanical
Engineering,
Imperial College London |

8. Name of Home Faculty: School of Design,
Royal College of Art &
Faculty of Engineering,
Imperial College London

9. UCAS Code (or other coding system if relevant): N/A

10. Relevant QAA Subject Benchmarking Group(s) and/or other external/internal reference points:

There are no subject benchmark statements available for postgraduate study in design, design innovation or engineering, other than for the integrated award MEng. More information on external/internal reference points is available in section 18.

11. Level(s) of programme within the Framework for Higher Education Qualifications (FHEQ):

Level 7.

12. Mode of Study:

Full time, across two calendar years.

13. Language of Study:

English.

14. Educational aims of the programme:

The programme aims to:

- provide a unique multidisciplinary, multicultural and multinational educational experience for postgraduate students of exceptional ability who aspire to become key innovators and leaders of innovation for a globalised world.
- bring together the complementary expertise and resources of four leading institutions based in three international centres of design to provide a rich spectrum of postgraduate learning opportunities across design, engineering, technology, culture, commerce and industry.
- produce innovative graduates who can apply high-level understanding, creativity and skills to global challenges.
- produce graduates who will create or find 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.

- produce graduates who seek to apply their ability as innovators in addressing the key social, environmental, cultural and economic challenges of the 21st century.
- encourage and facilitate international collaboration between the participating institutions with a view to enhancing scholarship and collaboration in postgraduate teaching and developing collaborative research activity.

15. Programme Learning Outcomes

1. Knowledge and Understanding. Students should be able to demonstrate an advanced knowledge and understanding of:

- the principles and methods of design-led and engineering-led research.
- the technological, environmental, cultural and economic impact of their proposals.
- multidisciplinary and multicultural perspectives on design, technology and innovation.
- the responsibilities and demands of leadership in professional life.

2. Skills and other Attributes

Intellectual Engagement. Students should be able to:

- Employ advanced critical thinking to generate innovative solutions to complex design and engineering challenges.
- Employ advanced analytical thinking to demonstrate the feasibility, desirability and viability of design and engineering innovations.
- Imaginatively and effectively communicate knowledge and ideas so as to promote understanding of global design issues and solutions to expert and non-expert audiences alike.

Technical Skills. Students should be able to:

- Effectively employ advanced techniques for idea generation and opportunity identification in order to create proposals for innovative projects.
- Effectively employ advanced techniques for concept development to refine initial ideas into realisable propositions.
- Demonstrate a mastery of prototyping, manufacturing and testing physical products, services and user experiences in order to realise design ambitions.

Professionalism. Students should be able to:

- Devise and implement high-level strategies that address global challenges.
- Manage complex international projects that accommodate diverse working cultures.
- Demonstrate entrepreneurship in the identification and realisation of design proposals.
- Demonstrate an awareness of and sensitivity to the diverse expectations and experiences of international collaborators.
- Define his or her professional identity through a holistic understanding of the global market.
- Participate as an active, thoughtful and responsible member of diverse teams.

16. Learning and Teaching Methods

GID Year 1 (GID1) - Pratt and KMD

The majority of the GID1 programme is conducted at the partner institutions of Pratt Institute (Pratt) and Keio University's Graduate School of Media Design (KMD). In both of these institutions students take a variety of classes that involve lectures, seminars or workshops, often with a project as the focus of the learning. During the classes that are held at Pratt and KMD the students will meet with a number of local tutors, both staff and visitors, who are available to discuss the project work and the students' development. In addition, students are often asked to present their work to other students and reviewers.

GID Year 2 (GID2) - RCA/Imperial

The second year of the programme is conducted at RCA/Imperial. The primary learning and teaching methods are as follows:

Tutorials

Students are encouraged to engage with a number of tutors, both staff and visitors, to ensure that they gain a diversity of perspectives on their work and progress. Students are asked to record the outcomes of these discussions for themselves.

Progress Review Tutorials

GID2 students have Progress Review Tutorials (PRTs) timetabled into the programme. This is a key source of tutor support and is compulsory. 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 3-5 students – on occasion other tutors may join the PRT. 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 results, sketches, models, etc.) Presentation material is not required. These are peer review led events; the tutors are there to guide discussion and provide summary feedback. Written notes are taken of discussions and agreed actions.

Seminars

These are informal presentation and discussion events held on a group basis. Students or staff present work or items of interest. It is also a safe and relaxed place to test new ideas.

Gateway Presentations

A Gateway Presentation is a key type of presentation in GID where progression of project work to a pre-defined point is expected. Gateways are important indicators where a student's work lies in relation to the suggested schedule and the required standards. The expected level of development of the project will be explained in guidelines prior to the Gateway. Should a group or individual student fail to meet the expectations set in the Gateway guidelines they will fail the Gateway and will be expected to undertake remedial work before continuing the project. During Gateways the students will make a presentation of work to date to the full year group plus reviewers. Students will present in Gateways either in their groups or individually. Reviewers make notes and mark the presentations according to the Gateway criteria. These are available to view after the Gateway. Further summary written feedback may be given for critical Gateways.

17. Assessment

Assessment on the GID Masters fulfils two aims – to encourage learning (formative assessment), and to maintain standards (summative assessment). In order to be most effective the procedures are kept distinct, though information and practices may be common to both.

What is formative assessment?

Formative assessment is assessment for learning (i.e. to help students learn). Formative assessment on GID is everything students receive except the Interim Examination and the Final Examination (including the CHS Dissertation grade). Formative assessment includes ALL of the grades and feedback from KMD and Pratt staff and students.

What is Summative assessment?

Summative assessment is assessment of learning (i.e. have students learnt?) Summative assessment refers to the assessment of the learning and summarises the development of students at a particular time. Summative assessment in GID takes the form of the Interim Examination and the Final Examination (including the Critical and Historical Studies = hereafter CHS - Dissertation grade). The grades from KMD and Pratt staff and classes are not included in any GID summative assessment but the learning from the partner institutions is implicitly involved in the presentations during the Interim and Final Examinations.

Classification grades

The following classification grades are used for the GID Masters for the classification of work:

- Excellent
- Very Good
- Good
- Satisfactory
- Poor
- Very Poor

The grades Excellent, Very Good, Good, Satisfactory are used to indicate work that is worthy of Pass criteria, Poor is indicative of a borderline fail and Very Poor is a fail. Percentage marks are not used for the GID degree.

Summative Assessment

There are two key elements of summative assessment for the GID Master programme:

- *Interim Examination.* The GID Interim Examination determines whether a student can pass onto the second year of the course. The Interim Examination will be held after completion of the KMD semester. See Section 23 for further details.
- *Final Examination.* The award of the MA, MSc and DIC is based upon the successful completion of a Final Examination. During the Final Examination the Final Examination Board takes into account the work of the student carried out in the second year.

18. The following reference points were used in creating this programme specification:

- The framework for higher education qualifications in England, Wales and Northern Ireland (QAA, August 2008).
- Masters Degree Characteristics (QAA, January 2010)

- Securing and maintaining academic standards: benchmarking M level programmes (QAA, February 2006).
- Programme specifications and handbooks for other RCA and Imperial programme of study.
- QAA Code of Practice on collaborative provision (Amplified version October 2010).
- Imperial College London Guidelines for Establishing Collaborative Degree Programmes (November 2010).

19. Programme structure and features, curriculum units (modules), ECTS assignment and award requirements:

IMPORTANT: This Programme Specification refers only to the structure, features and curriculum content for the joint RCA/Imperial Masters version of the GID programme, which incorporates substantial blocks of learning and teaching provided by Pratt Industrial Design Graduate School at the Pratt Institute in New York and Keio Media Design Graduate School at Keio University in Tokyo. The contribution of RCA/Imperial to the Pratt and KMD versions of the GID programme is not described in this document.

The GID Programme Handbook will provide a comprehensive description of the structure, features and curriculum content for the RCA/Imperial GID programme. The abbreviated version below indicates ECTS assignments with brief notes on assessment and progression arrangements.

Global Innovation Design Masters (GID) Year 1 (54 weeks, 48 effective study weeks, 96 ECTS)

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
1-5 (Jul/Aug)	5 weeks (block)	RCA/Imperial	Induction	10/96
<p><i>Description:</i> The programme begins in July with a 5-week induction period at RCA/Imperial in London. This provides a London orientation experience for new students and an introduction to RCA/Imperial staff and resources. It includes four short modules (Welcome Week, Global Innovation Design, Disruptive Market Innovation and Technology & Innovation). Students' support needs are assessed (e.g. English Language and Dyslexia) and support arrangements are put in place. Students are assigned and meet Personal Tutors. Students are introduced to RCA CHS staff who will guide them in the dissertation process and the students will also join some CHS lectures and seminar discussions. The CHS programme runs throughout the entire first year of the programme and culminates in the delivery of a 6,000 – 10,000 word dissertation on a subject of the student's choice. Support and guidance is provided by RCA CHS staff.</p> <p><i>Assessment:</i> Formative feedback to students on performance in modules but no summative assessment.</p>				

2 week Summer break (wks. 6-7) and relocate to New York (no study expectations, 0 ECTS)

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
8-22 (Aug/Dec)	15 weeks (block)	Pratt Institute, New York	GID New York Programme	30/80

Description: RCA/Imperial students will be based in the Industrial Design (ID) department of the Pratt Institute and will participate in an agreed selection of Pratt ID graduate classes. The classes taken will correspond to an agreed number of locally-defined credits. In addition students will also follow the GID CHS programme supported by CHS staff.

Assessment: Pratt staff assess Pratt classes and give formative grades.

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
23-38 (Dec/Apr)	16 weeks (block)	RCA/Imperial & Japanese language/cultural orientation programme provider.	Inter-sessional Period Incorporating: • Technology Project (6 effective study weeks, 12 ECTS) • CHS Dissertation programme (3 effective study weeks, 6 ECTS) • Introduction to the language and cultural of Japan (3 effective study weeks, 6 ECTS)	24/80

Description: The semester arrangements at Pratt and KMD mean that students have a 16 week period between finishing the study block at Pratt and starting the study block at KMD. Students will devote at least 6 weeks of this period (300 hours of study) to a self-initiated technology project. Support is provided remotely by RCA/Imperial staff. Also students carry out at least 3 weeks of this period (150 hours of study) on the CHS Dissertation programme. For CHS during the inter-sessional period students research and submit a proposal for their research, then a first text (minimum of 1,000 words and bibliography). Tutorials are held by teleconference facilities with CHS tutors. In addition during the inter-sessional period students engage in a programme that serves as an introduction to the language and culture of Japan in preparation for their period of study in that country. GID staff will provide pastoral support through the personal tutorial programme during this period. Note: Apart from the 'Introduction to Japan' session this part of the programme is non-residential and students locate themselves where they please.

Assessment: Relevant staff give the formative grades for the Technology project and the 'Introduction to Japan' session. For the CHS Dissertation, students must submit a First Text (1000 words and bibliography) in February. Failure to do so means the student will not be permitted to proceed to Interim Examination at the end of the 1st year.

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
39-54 (Apr/Jul)	16 weeks (block)	KMD, Tokyo	GID Tokyo Programme	32/80

Description: RCA/Imperial students will be based in the Keio Media Design (KMD) Graduate School of Keio University and will participate in an agreed selection of KMD graduate classes. The classes taken will correspond to an agreed number of local credits. In addition students will also follow the GID CHS programme supported by CHS staff. During the KMD semester students have submit a First Draft (minimum 5,000 words) for their dissertation. Failure to do so means the student will not be permitted to proceed to Interim Examination at the end of the 1st year. Tutorials are held by teleconference facilities with CHS tutors.

Assessment: KMD staff assess KMD classes and give formative grades. At the end of the KMD semester each student will be assessed by RCA/Imperial staff according to the Interim Examination regulations of the RCA. Assessment is by viva presentation on a portfolio of work generated during the first year of study on GID.

Global Innovation Design Masters (GID) Year 2 (50 weeks, 42 effective study weeks, 84 ECTS)

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
55-64 (Jul/Sep)	Approx. 10 weeks	RCA/Imperial	Summer Break Including: CHS Dissertation (5 weeks effective study) Solo Project (1 week effective study)	12/84
<i>Description:</i> Students spend time during this period on two activities, firstly the major task is writing up their CHS dissertation. A second draft text is required early in the period and this is followed up with a tutorial (teleconference or face to face if student is in London). The dissertation is completed for submission in the first week of the Autumn term (see below). The other task students undertake is some early development of their Solo project.				
<i>Assessment:</i> Other than formative assessment (feedback) on the second draft of the dissertation no assessment takes place during this period.				

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
65-68 (Oct/Nov)	4 weeks	RCA/Imperial	Re-induction and Diagnostic Project	8/84
<i>Description:</i> An induction week to help students to re-engage with their surroundings and the resources available to them at RCA/Imperial. Students also complete and hand-in their CHS dissertation during this first week. This is followed by a 3 week Diagnostic Project to assess the skills and knowledge students have acquired during the first year of the programme. Within a meta theme determined by the tutors (e.g. future of making, technology futures, sustainability), students will set their own brief and objectives based on their personal evolution and development.				
<i>Assessment:</i> Performance in the Diagnostic project will be formatively assessed by RCA/Imperial staff. The dissertation is formally assessed by RCA CHS staff in the Autumn term and results released early in the Spring term. Failure to pass the dissertation means a student will not be permitted to proceed to the Final Examination.				

Programme week numbers	Duration	Provider	Unit title	ECTS/TOTAL ECTS
69-81 (Nov/Feb)	Approx. 13 weeks (block) with 2 week Christmas break	RCA/Imperial	Commercial Group Project 11 effective weeks including: 1 week during Christmas Break & 1 week during WIP Exhibition (see below)	22/80
<i>Description:</i> Students work in teams of 3-4 on a project brief set by external partners involving a significant design and engineering innovation challenge. Each group will identify, investigate and research an area of interest within the external partner's theme. The student teams each need to deliver a final embodiment of their project using physical or appropriate prototyping, with evidence of functionality through testing and experimentation. Teams work together to develop and deliver a short 10min movie of the project work and exhibition pieces for the Work in Progress (WIP) Show. There may				

be a number of external partner projects running concurrently.

Assessment: Performance in the Commercial Group project will be assessed by RCA/Imperial staff following completion of the project. Performance in this unit will be taken into account at the Final Examination, where a decision will be made on the award of the Masters degree.

Programme week numbers	Duration	Provider	Unit title	ECTS
82-104	Approx. 23 week (block) with 3 week Easter break	RCA/Imperial	Solo Project 20 effective weeks including: 1 week during Easter break & 2 weeks during RCA Show (see below)	42/80
<p><i>Description:</i> The Solo Project is carried out on an individual basis on a self-initiated brief involving a significant design and engineering innovation challenge. Students develop their own project proposal and conduct extensive research, investigation, experimentation, physical or appropriate prototyping, testing and development. The students each need to deliver a final embodiment of their project using physical or appropriate prototyping, with evidence of functionality through testing and experimentation. Students produce exhibition pieces for the RCA Show as well as a detailed Solo Project Report that provides a full description of the project development and results.</p>				
<p><i>Assessment:</i> Performance in this final unit of the programme will be assessed by RCA/Imperial staff as part of the Final Examination for the Masters degree. The assessment will usually take place just before the start of the Show RCA exhibition. Assessment is by viva to the Final Examination board made up of staff members from the RCA and Imperial. The Final Examination Board takes into account the work of the student from the second year programme, including the CHS dissertation.</p>				

20. Support provided to students to assist learning (including collaborative students, where appropriate).

Inductions

Students will attend a 5-week block of induction/orientation activities in London at the beginning of the programme in July. This precedes the first overseas phase of the programme in New York, which starts at the end of August. These five weeks will include: an introduction to the RCA and Imperial facilities available to GID students (studios, workshops, laboratories, computing, libraries, social facilities etc.); an introduction to academic, technical and administrative staff associated with the programme at both the RCA and Imperial; an introduction to the CHS staff and CHS programme; an introduction to relevant student support, welfare and learning support staff (English for Academic Purposes Co-ordinator, Dyslexia Co-ordinator, Student Support Officers, Occupational Health, Library staff, IT staff etc.). The induction will also include screening tests to identify students who may need help with language or learning differences. During this week, students will be allocated and meet a Personal Tutor from among RCA/Imperial staff. Three short design project modules are also included to help students to get to know the staff and each other.

A second induction week in London is scheduled at the beginning of the second academic year when students have completed their blocks of time in New York and Tokyo. This will provide the opportunity for reorientation and re-familiarisation with London, with the home institutions resources and facilities and with staff.

Induction sessions for RCA/Imperial GID students will also be scheduled into the Pratt and KMD elements of the Programme.

Personal Tutor system

All RCA/Imperial GID students will be allocated a Personal Tutor from among the members of GID programme staff. This member of staff will provide academic support and guidance to each of the students for whom they are responsible. They will also offer pastoral care or direct students to specialist support where appropriate. The frequency of individual (or small group) tutorials will vary depending on the needs of the students. Importantly, the Personal Tutor is expected to conduct at least one formally documented tutorial or Progress Meeting per term where the overall progress of a student is discussed in depth and a record of the conversation is made.

The Personal Tutor will continue to act as academic mentor and guide during the periods when GID students are located in New York and Tokyo. Contact will be maintained on-line by email; VLE portals; video-conferencing facilities and face-to-face meetings.

Further details on the Personal Tutor system and the responsibilities of staff and students will be provided in the GID Programme Handbook.

Feedback to students

While students are in New York or Tokyo, local practices will apply. Students will be given informal, formative feedback during classes and following the completion of class the students will be given a formal grade and written feedback. The RCA/Imperial Personal Tutor will also meet students face to face during visits and use on-line communication tools to discuss, advise and provide feedback on work being undertaken at the partner institutions if required.

On their return to London students will frequently receive informal feedback from staff in the studios or workshops during the course of projects. During organised tutorials and presentations, students will be given feedback by the tutors on general progress as well as on particular aspects of work in progress. The assessment criteria provided for individual projects or course units will form the basis for feedback on such projects or course units. Project review sessions are usually arranged at the end of projects and, during these sessions, feedback may be given to individual students or teams of students in open discussion. In these cases, review forms are posted on the VLE system for students to see.

Programme learning outcomes may be used as a guide to indicate areas of strength and weakness in a student's development. As in the first year of the programme, the views of the Personal Tutor will be documented at least once per term at a formal, documented Progress Meeting. Copies of a student's tutorial or Progress Meeting reports will be made available to the student.

Welfare and pastoral support

While in New York or Tokyo, students will have access to the support staff and services of Pratt and KMD respectively. Pratt and KMD have different systems to the RCA/Imperial. At KMD there is a team of student support officers who are available to help resolve most academic and pastoral matters. In addition the students can talk to the academic staff leading their class if they have other concerns. Pratt has no personal tutor system similar to the RCA/Imperial but the

staff, particularly the Assistant to the Chair and Chair of Industrial Design, are available to support the students. As stated previously RCA/Imperial GID personal tutors will stay in close contact with the GID students during their time away from London.

While in London, GID students can access welfare and pastoral support at the RCA or Imperial. The RCA and Imperial aim to ensure that students are fully supported in their journey towards the successful completion of their postgraduate education. Academic support, which includes an integrated professional service in the areas of English for Academic Purposes, Dyslexia Support and Library Information Skills, is provided by the RCA's Information, Learning and Technical Services (ILTS), as are a number of pre-sessional support services. Other specialist support for students with particular needs is provided by Occupational Health and Counselling. As part of the support it provides, the Student Union coordinates Student Representatives and hosts the Student Representative Council. Advice on accommodation, careers and employment, financial assistance, international student support, sporting opportunities, student welfare and multi-faith chaplaincy are also available. Pastoral support is also provided by Personal Tutors, who are able to direct students to specialist support staff where necessary.

Libraries and other facilities

While in London, GID students will have access to very extensive library collections and online publications via the libraries of Imperial and the RCA. Together these cover an enormous subject range across the arts, humanities and sciences. Both institutions offer access to open computing suites as well as to specialist computing facilities appropriate to design and engineering.

While in New York or Tokyo, students will have access to the libraries and other facilities of Pratt and KMD. Both these institutions have extensive library facilities on the campuses where the GID programmes take place.

Specialist facilities

All students on the GID Masters programme are fully registered both as RCA and Imperial students and have the full rights of both Colleges. While in London, GID students will have access to a very wide range of studio, workshop and laboratory facilities via the RCA School of Design and the Department of Mechanical Engineering at Imperial College. These include:

Workshop Facilities

GID Masters students have access to 2 workshops for day-to-day activities: the IDEAS Lab Workshop at Imperial and the Darwin Workshop at the RCA. At a relevant point in the programme, students are subject to an induction process in the use of both these workshop facilities generally. Access to certain high-risk machinery can be limited to specific individuals only who will need to have specific instruction in the safe operation of such machinery.

IDEAS Lab

Located in the Department of Mechanical Engineering at Imperial, adjacent to the Student Technical Workshop, the IDEAS Lab offers resources including: The 300m² IDEAs Lab Workshop, a rapid prototyping, wood-working and resin workshop equipped with multiple machine tools. Also including the IDEAs Lab Project Development Area comprising of workbenches for project builds and testing. The Pink Room, an ideation space equipped with writable walls and seating for up to 60 students. Principal users of the IDEAS Lab include Mechanical Engineering MEng integrated masters students, IDE double masters students and GID students.

Darwin Workshop

The Darwin Workshop on the second floor of the RCA Darwin Building serves the needs of the programmes in the School of Architecture and the School of Design. There are wood, plastic and metal (including welding bay) workshops; a spray booth as well as an extensive bench / project build area.

RCA Rapidform

This is the digital manufacturing and rapid prototyping centre at the RCA. There are a number of rapid prototyping facilities there and they provide a fast and cost effective service to students.

While in New York or Tokyo, students will have access to the extensive studio and workshop facilities available at Pratt and KMD.

21. Criteria for Admission

Applicants need to have a degree normally at 2:1 level or higher (or the equivalent). The subject(s) of that first degree can be any subject however the individual needs to show aptitude or great potential in the area of design or technology led innovation. In exceptional circumstances applicants without this degree qualification will be considered (for example, excellent professional experience or outstanding creative or technical abilities). Applicants must also have achieved English Language proficiency requirements of or equivalent to an IELTS score of 7 with a 6.5 in the Test of Written English (TWE). In addition to the minimum entrance requirement, all applicants must undergo the following:

Portfolio: Entrance Examination Part 1

Applicants must submit a portfolio of work relevant to innovation for assessment by the GID Masters team. The portfolio should show:

- Applicant's excellence in their current expertise, study area or professional activity.
- Evidence of interest or ability in the fields of innovation, engineering and design.
- Samples of creative abilities or relevant personal interests.

Interview: (if invited) Entrance Examination Part 2

Selected applicants are invited by the programme for an entrance examination which comprises of a creative exercise (one hour) and an interview with an Entrance Examination Board including staff from the RCA and Imperial and a GID student representative (15 minutes in duration).

A list of accepted candidates on the GID Masters course at RCA/Imperial, along with their portfolio, application forms, references, letters of recommendation and other relevant information or data will be shared within the GID consortium (i.e. with KMD and Pratt ID). The partner institutions will have the opportunity to comment on the candidates and raise issues regarding the selected applicants. The RCA/Imperial will take such comments into consideration before making the final offer to the candidates. Similarly lists and associated application/portfolios for students accepted onto the programmes at KMD and Pratt ID will be shared with the RCA/Imperial GID admissions team for comment. While the opinions of partner

institutions will be considered the ultimate decision on acceptance onto the GID Masters will be taken by the RCA/Imperial Entrance Examination Board.

22. Methods for evaluating and improving the quality and standards of teaching and learning

Note: For the RCA/Imperial GID Masters course, the RCA will take the primary role in managing programme administration and quality assurance. To ensure that Imperial has on-going engagement in and oversight of the quality and standards achieved by the programme, various mechanisms will be put in place that would not apply for a Master's programme delivered unilaterally. These are:

- The appointment of External Examiners by both the RCA and Imperial. Both Examiners are expected to write a report on the quality of the programme and the standards achieved by students that they observe as participants in the Final Examinations.
- A Joint Academic Advisory Board (JAAB) that meets once per year to consider in detail the quality and standards achieved by the programme in the preceding year and advise on future developments of the programme. The JAAB will be chaired by the Pro-Rectors of the partner institutions with the role of chair rotating on an annual basis. The membership will include staff nominated by both institutions to represent senior academic and quality assurance and registry roles. The membership of the JAAB will consist of:
 - Pro-Rector - Academic (RCA)
 - Pro-Rector - Education (Imperial)
 - Dean of the School of Design (RCA)
 - Principal of the Faculty of Engineering or nominee (Imperial)
 - Director of Innovation RCA (RCA)
 - Head of Department, Mechanical Engineering (Imperial)
 - GID Head of Programme (RCA)
 - GID Head of Programme (Imperial)
 - A student of the GID Masters programme, nominated by the GID students.
 - A representative of the Registry (Imperial)
 - A representative of the Academic Development Office (RCA)
- A Finance and Resources sub-group of the JAAB, which will meet once per year to agree on transfer of fee income, the way in which available funds will be deployed and any other resource issues that require discussion.
- The involvement of GID staff contracted by Imperial as members of the GID Masters course staff team in periodic Validation events arranged by the RCA.
- A Memorandum of Agreement (MoA), which describes these arrangements in more detail and which is signed by one of the Pro-Rectors at both institutions.

a) Methods for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

At the RCA there are several mechanisms in place to ensure periodic, annual and continuous review and evaluation of all programmes of study. All these involve participation from Imperial College and include:

- The periodic review and re-validation of programmes (normally every six years).
- The External Examiner system and the participation of Examiners in Final Examinations.
- The Programme Monitoring Committees, which operate at Programme level.
- The annual School and Programme Review process.
- The annual Student Survey.
- The Student Representative system and the Student Representative Committee.

Details of the way in which these mechanisms work are provided in the Royal College of Art Quality Handbook.

b) Committees with responsibility for monitoring and evaluating quality and standards:

The **Senate** of the RCA oversees the quality assurance and regulation of degrees offered by the RCA. It is charged with promoting the academic work of the RCA, both in teaching and research, and with regulating and supervising the education and discipline of the students of the RCA. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The **Senate** of Imperial College oversees the quality assurance and regulation of degrees offered by the College. It is charged with promoting the academic work of the College, both in teaching and research, and with regulating and supervising the education and discipline of the students of the College. It has responsibility for approval of changes to the Academic Regulations, major changes to degree programmes and approval of new programmes.

The RCA **Academic Standards Committee** (ASC) reports to Senate and is the main forum for discussion of Quality Assurance (QA) policy and the regulation of degree programmes. ASC develops and advises the Senate on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards. ASC also considers amendments to the Regulations before making recommendations for change to the Senate. It also maintains an overview of student statistics (entry profiles, progression and completion rates, withdrawals etc.)

Most importantly, ASC manages the annual School and Programme review process. This requires a report from each School on the achievements and concerns of the preceding academic year at School and Programme level. It requires a response to External Examiner and Internal Moderator reports for each Programme and a response to student feedback on the quality of student experience at Programme level gathered through the student survey. It requires a list of action points that represent a reasonable response to Examiner or student concerns. Progress against actions is subsequently monitored by ASC.

The Quality Assurance and Enhancement Committee of Imperial is the main forum for discussion of quality assurance policy and the regulation of degree programmes at College level. QAEC

develops and advises the Senate of Imperial College on the implementation of codes of practice and procedures relating to quality assurance and audit of quality and arrangements necessary to ensure compliance with national and international standards.

The **RCA's Learning and Teaching Committee (LTC)** maintains and develops teaching strategies and promotes inter-programme and inter-School teaching activities to enhance the student learning experience. LTC also identify and disseminate examples of good practice in teaching.

The Imperial College Graduate School Master's Quality Committee (Business, Engineering and Physical Sciences) is the main vehicle for the quality assurance of Master's courses in these disciplines. Their remit includes: setting the standards and framework, and overseeing the processes of quality assurance for the above disciplines; monitoring the provision and quality of e-learning; undertaking reviews of new and existing courses; noting minor changes in existing programme curricula approved by departments; approving new modules, changes in module titles, major changes in examination structure and programme specifications for existing programmes; and reviewing proposals for new programmes, and the discontinuation of existing programmes, and making recommendations to Senate as appropriate.

The School Leadership Teams and Programme Monitoring Committees have responsibility for the approval of minor changes to course curricula and examination structures and approve arrangements for course work. They also consider the details of entrance requirements and determine the balance of student numbers within the School. The annual review process ensures that ASC receives regular reports from School and Programme level.

c) Mechanisms for providing prompt feedback to students on their performance in course work and examinations and processes for monitoring that these named processes are effective:

RCA/Imperial GID students will be working for the majority of their studies in a studio environment and the primary vehicle for learning and teaching will be the project. This will apply when students are based at Pratt and KMD as well as when they are at RCA/Imperial. During project work, students will receive regular feedback on their performance, as individuals or as teams, from contracted and visiting staff. At the conclusion of a project, there will be an assessment point at which students will receive oral and/or written feedback.

The Personal Tutor system aims to ensure that students are given, or can seek, regular feedback and guidance. Student-tutor interactions are generally frequent and informal. However, formal, documented tutorials or Progress Meetings are required on a termly basis. The implementation of this is monitored via the student survey, which feeds into the annual academic review processes. Periodic re-validation events also provide an opportunity for ASC to comment on the maintenance of tutorial records and set conditions for their improvement where required.

At the formal, summative assessment point of Interim Examination in the first year, students will be informed, within 2 days of the completion of the Examination process of the recommendation (Pass, Referral or Fail) that will be made by the Internal Examination Board to the College's Academic Board for Concessions and Discipline (ABCD). However, official confirmation of the result must be given by ABCD or by Chair's Action. Where the recommendation is Referral or Fail, feedback on the reasons for this are given immediately by staff to the student after the

Examination Board has finished its decision making and has completed its work. In the case of a referral, the student is advised as to what will be required for retrieval of the situation and progression into the second year. In the case of a fail, the student is advised of what action they may take to appeal the decision. These arrangements also apply at Final Examination where the Board includes External Examiners.

Where students are concerned about the quality or frequency of informal feedback and tutorials within their programme, the concerns can be raised directly or via Student Representatives with the Head of Programme, the Head of School or ultimately the Pro-Rector (Academic). More generally, these issues are monitored via the student survey, which feeds into the annual academic review processes.

d) Mechanisms for gaining student feedback on the quality of teaching and their learning experience and how students are provided with feedback as to actions taken as a result of their comments:

Learning and teaching within studio environments generally allows high levels of interaction between students and staff. At postgraduate level this situation generally enables students to express any concerns about the quality of their experience directly and informally to staff, who can then take appropriate action at a local level.

More formally, Student Representatives are appointed at Programme level and can ensure feedback on the student experience reaches the Head of Programme or the Dean of the School via individual meetings or Programme- and School-level committee meetings. There are a number of organised meetings designed to allow discussion of programme issues and to gather student feedback. These are as follows (see GID Programme Handbook for further details):

- Programme Forums
- Class Representatives Meeting
- Local Class Meetings (Class Representatives Meeting in New York or Tokyo)
- Annual Programme Review
- Programme Monitoring Meeting (and Annual Student Survey)
- Personal Tutorials
- Student 'Buddy' System

Student Representatives can also report concerns directly to the President of the Students' Union, who can, as a member of the Academic Standards Committee, relay them to the Pro-Rector (Academic) for consideration at ASC.

The annual student survey provides students with the opportunity to give feedback about the quality of their experience at local and institutional levels. This feedback is analysed carefully by Academic Development and QA staff and considered at ASC. Where it is agreed that action is required, this is agreed at ASC. The Secretary of ASC will inform Programme staff of actions required. The President of the SU is a member of ASC and can report these decisions to the Student Representatives of the Programme in question.

For RCA/Imperial GID students, these mechanisms will apply to the gathering of, and response to, student feedback on the learning experience provided at the RCA, Imperial, Pratt and KMD.

Effective on-line communication will be required to ensure these mechanisms work while students are based in New York and Tokyo.

e) Mechanisms for monitoring the effectiveness of the personal tutoring system:

See first and second paragraphs (c) above.

f) Mechanisms for recognising and rewarding excellence in teaching and in pastoral care:

RCA: There is no award scheme in place at present at the RCA that specifically recognises excellence in teaching and pastoral care. Excellence in performance may in general be recognised by discretionary points on the salary scale. These may be secured via the annual staff appraisal scheme, the recommendations of line-managers and the approval of the Staff Committee. The RCA learning and Teaching Committee can, however, award small grants to staff who wish to undertake projects that will lead to innovation in learning and teaching or curriculum development.

Imperial: Each year Imperial awards are presented to academic staff for outstanding contributions to teaching, pastoral care or research supervision. A special award for Teaching Innovation, available each year, is presented to a member of staff who has demonstrated an original and innovative approach to teaching. Nominations for these awards come from across Imperial and students are invited both to nominate staff and to sit on the deciding panels.

g) Staff development priorities for this programme include:

Note: The full staff team has not yet been appointed so individual staff development needs cannot be anticipated.

The particular features of the RCA/Imperial GID masters course that differentiate it from other Master's programmes are its international character and its ambition to address pro-actively the global challenges of the 21st century through design-led and engineering-led innovation. Therefore international networking and conference attendance will be important for academic staff involved in the GID masters.

23. Regulation of Assessment

a) Assessment Rules and Degree Classification:

The key elements of assessment that apply across the RCA are:

- There is no accumulation of marks or assessments from individual elements of the programme that leads formulaically to an overall mark or assessment for the programme, rather the final result is based on the assessment of a number of elements and a holistic overview of the individual student's abilities in qualitative terms by the Examination Board.
- There is, however, a formal and summative assessment of student attributes and achievements at two points in the student journey, the Interim Examination in the first year and the Final Examination in the second year.

- These are viva voce examinations where the students make an oral and visual presentation in front of the Examination Board using audio-visual tools as well as models, development rigs, prototypes and other presentation materials (there is also submission requirements for a written dissertation and a project report).
- At these Examinations, there is qualitative assessment by an Examination Board of student attributes and achievements (ranging from poor to excellent) against a set of programme learning outcomes, aided by level descriptors.
- The award of the GID Masters degree will be based upon the successful results of a Final Examination which is held in London in June of the second year. Summative details of the summative assessments and examinations are below:

Assessment Criteria

Both the Interim and Final Examination Board considers and grades students according to the following key attributes:

- The ability to produce work at an internationally advanced level i.e. that is at or near the forefront of the discipline and demonstrates a creative, imaginative, innovative and individual response to a challenging self-set or external brief.
- The ability to articulate clearly (by oral, written and/or graphical means) the intentions of the work produced and the approaches, knowledge, skills and reasoning employed in its production

In addition, students are assessed against the GID learning outcomes, grouped under the following headings:

- Knowledge and Understanding
- Intellectual Engagement
- Technical Skills
- Professionalism

For each of these attributes the Examination Board awards a grade of either:

- Excellent
- Very Good
- Good
- Satisfactory
- Poor
- Very Poor

Further details on the attributes and the grading, and level descriptors for the varying grades can be found on the Interim and Final Exam forms.

Interim Examination

The GID Interim Examination determines whether a student can pass onto the second year of the course. The Interim Examination will be held after completion of the KMD semester. During the Interim Examination the Interim Examination Board takes into account the work of the student created since the start of the GID Masters. Students present a portfolio of work in a viva presentation to an Interim Examination Board. Students also submit a personal statement that is available to the Board to view and a CHS Dissertation First Draft (minimum of 5,000 words) as defined by the RCA CHS programme. The Board will ask questions following the presentation and then once the student has left the Board considers the student in private and makes a recommendation for the result of the Interim Examination. The Interim Examination Board would consist of (at the minimum):

- GID Head of Programme or Senior Tutor (RCA)
- GID Head of Programme (Imperial)
- At least one other member of the GID academic staff team (RCA or Imperial)
- Imperial External Examiner (for the MSc award)

External Examiners or representatives from Pratt or KMD are not present in the Interim Examination.

Recommendations from the Interim Examination Board are ratified during the next meeting of the RCA Academic Board for Concessions and Discipline (ABCD) and the results of which are forwarded to Imperial. Students will either pass or be placed on referral – this later result means that a special referral project is set by the GID staff that will challenge the student in their area(s) of weakness that would otherwise impede progress in the second year. The Examination Board will evaluate this referral project before the end of the summer vacation. Students who pass the referral project will be allowed to progress into the second year, while those who fail will leave the course. For further guidance each student is issued with the GID Interim Examination Guidelines.

Final Examination

The award of the MA, MSc and DIC is based upon the successful result of a Final Examination. During the Final Examination the Final Examination Board takes into account the work of the student carried out in the second year.

- Commercial Group Project (assessed at the end of the project)
- Solo Project (assessed at Final Examination by viva in front of the Board)
- Solo Project report (marked prior to Final Examination)
- CHS Dissertation (marked separately by CHS prior to Final Examination)

IMPORTANT: It is mandatory to receive a pass grade for the Group Commercial Project (including movie), Solo project and the Solo project report.

The Final Examination will be held in June of the second year. Students present their work in a viva presentation to the Final Examination Board. The Board will ask questions following the presentation and then once the student has left the Board considers the student in private and makes a recommendation for the result of the Final Examination. The Final Examination Board consists of at the minimum:

- GID Head of Programme (RCA)
- GID Head of Programme (Imperial)

- A member of the RCA GID academic team
- A member of the Imperial GID academic team
- External Examiner (RCA)
- External Examiner (Imperial)
- Internal moderator (RCA)

The next meeting of the RCA Academic Board of Concessions and Discipline (ABCD) ratifies recommendations from the Board. The results are forwarded to Imperial. The students are awarded a grade and the grades relate to the classification in the following manner:

- Excellent MA – Pass and MSc – Distinction & DIC
- Very Good MA – Pass and MSc – Merit & DIC
- Good MA – Pass and MSc – Pass & DIC
- Satisfactory MA – Pass and MSc – Pass & DIC
- Poor Referral – see below
- Very Poor Referral – see below

Following the Final Examination students are deemed to have:

- Passed the MA & passed the MSc with classification as above (note: the MA is not classified).
- Referred. If referred, students are required to resubmit a body of work to a brief agreed by the GID staff team at a stated date usually in the following academic year. The referred student will be required to attend a re-examination where they present in a similar manner to the Final examination and to the GID Final Examination Board. This re-examination will take place when the Board next meets (which is usually on the occasion of the Commercial Group project assessment). The Board makes a recommendation for the result, which is passed to RCA Academic Board of Concessions and Discipline (ABCD) for ratification. The results are forwarded to Imperial. Students are deemed to have either: passed the GID Masters (with classification as described above) or failed. Those students who have failed will not qualify to receive the Masters degree and cannot be referred. They are able to appeal (see RCA regulations for further details).

For further guidance each student is issued with the GID Commercial Group Project Assessment Guidelines; GID Final Examination Guidelines and a copy of the RCA Final Examination form.

b) Marking Schemes for undergraduate and postgraduate taught programmes:

See above.

c) Processes for dealing with mitigating circumstances:

The procedures described in the RCA Regulations will be employed to deal with students who declare mitigating circumstances either in advance of an Examination or retrospectively.

If the Examination Board (Interim or Final) has had mitigating circumstances brought to its attention then during the private deliberations over the final grade and recommended result these will be taken into account. The Board will consider the severity of the circumstances and the impact on the students learning experience and examination outcome. Based on the

discussions a recommendation will be made to the ABCD committee. If a student is unable, through disability, to be assessed by the normal methods, a Board of Examiners may vary those as appropriate, bearing in mind the objectives of the programme and the need to assess the student on equal terms with other students (see RCA Regulations).

d) Processes for determining degree classification for borderline candidates:

No numerical marking system is used for the examination process in the GID Masters rather the final result is based on the assessment of a number of elements and a holistic overview of the individual student's abilities in qualitative terms by the Examination Board. The decision on a grade is made after discussions by the members of the board where each member has an equal voice. The Chair is responsible for ensuring that a consensus decision is recorded. Any dispute is referred to the ABCD committee.

e) Role of external examiners:

At least two External Examiners will be involved in the RCA/Imperial GID masters assessment processes, one nominated by Imperial and one by the RCA. The primary duty of External Examiners is to ensure that the GID masters degree awarded is consistent with the standards represented by the M level degree across the national system of Higher Education. External Examiners participate alongside academic staff in the Final Examination process, which incorporates a viva voce examination for each student. Although External Examiners do not have power of veto, their views carry considerable weight and will be treated accordingly. External examiners are required to sign the Final Examination form indicating that they agree with the decision reached by the Board as a whole. External Examiners are required to write an annual report on their experience of the examination process and the report will be made available to the Rectors of both Imperial and the RCA. These reports may include observations on teaching, course structure and course content as well as the examination process as a whole. The RCA and Imperial will provide feedback to their respective External Examiners in response to recommendations made within their reports as part of the annual schedule of QA processes.

24. Indicators of Quality and Standards

The following will be used to measure quality and standards of the GID masters:

- Quality and quantity of applicants for the programme as it develops and acquires an international reputation.
- Extent of collaboration with industry; quality and profile of industrial collaborators; income from industry for collaborative projects etc.
- Destination profile for graduates: private, public and not-for-profit employment; setting up own businesses and consultancies; academic roles etc.
- Impact of graduates through design-led and engineering-led innovation activity especially in areas of "global challenges".
- Emergence and growth of collaborative research activity across the partner institutions with public or industry funding.

25. Key sources of information about the programme can be found in:

- The key document for information on the GID Masters is the GID Programme Handbook.

- The GID Programme is also represented in the online information sites; prospectus; and other recruitment and marketing communications materials of both the RCA and Imperial.