

THE GLASGOW SCHOOL OF ART	Statement of Intent
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This Statement of Intent should be approved by the relevant Board of Studies in Term 1 and submitted to Academic Services.

Submitted by: (Programme Proposer)	Gordon Hush
Date	18/04/2013

Confirmed by: (Head of School)	Irene McAra McWilliam
Date	18/04/2013

1. Programme Title	MFA Global Product Strategies					
1.1 Award	Master of Fine Art (MFA) – to be confirmed					
1.2 Exit Awards	PG Certificate in Design Innovation (Stage 1: 60 credits) - award is comprised of shared courses from Design Innovation Programme PG Diploma in Global Product Strategies (Stage 2: 120 credits) M.Des Global Product Strategies (Stage 3: 180 credits) - exit after Stage 3 equivalent to 1 year PGT MFA in Global Product Strategies (Stage 4: 240 credits) [tbc]					
1.3 Length of Programme	24Months (although there are exit points with awards at conclusion of each stage.)					
1.4 Programme Level(please tick)	Undergraduate	<input type="checkbox"/>	Postgraduate Taught	<input checked="" type="checkbox"/>	Postgraduate Research	<input type="checkbox"/>
1.5 Mode of Delivery(please tick)	Full time	<input checked="" type="checkbox"/>	Part time	<input type="checkbox"/>	Distance Learning	<input type="checkbox"/>

2. Proposed Start Date	01/09/2014
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3. School	School of Design
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4. Department	Product Design/Institute of Design Innovation
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5. Programme Subject Area of the Programme (e.g. Interior Design)	Product Design/Design Innovation
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6. Source of Funding (e.g. SFC)	Self-funding		
6.1 Indicative Tuition Fees(Home/Overseas)			
Home	£5,040, plus £3,000 “global supplement”	Overseas	£12,360, plus £3,000 “global supplement” (as discussed with Finance Department, an inflation-related cost will be calculated with Finance)

<p>7. Outline academic rationale and purpose of the programme: <i>Please explain the academic reasons for developing this programme.</i></p> <p>The Masters in Fine Art in <i>Global Product Strategies</i> (MFA in GPS) is a two-year Masters (Level 11) programme wholly owned and delivered by The Glasgow School of Art, which focuses upon the role of context in the execution of design practice. Context, in this sense, includes organisational context (educational institution or professional environment), cultural context (ethnic, linguistic, or State surroundings), economic context (different funding, corporate or exchange models) and work context (inter-disciplinary engagement, multiple stakeholder operations, collaborative working practices and their technological and/or human mediation). Twenty-first century products are no longer artefacts, services or interactions, and are not readily categorised as “experiences” – rather, they are routinely described as “complex” phenomena, integrated product service systems or networked entities and “grand challenges” that comprise scalar problems.</p> <p>Focus upon:</p> <ul style="list-style-type: none"> - <i>context</i> as a driver for innovation in methods, tools and strategies for design outcomes and the framing of design challenges - collaborative and trans-disciplinary working practices mediated by technology as means for innovative design practice and strategy - design as an engagement with organisational, supply chain and stakeholder complexity - “global” as a key theoretical term allowing intellectual interrogation of context, complexity and socio-technical change in contemporary societies. <p>The genesis for MFA GPS programme lies in an existing joint-project operated at PGT-level by Chiba University (Tokyo, Japan) and Parsons New School for Design (NYC, USA) and a</p>

multinational corporate partner, currently Fujitsu. This project currently operates as part of the M.Des DI “suite” of programmes. The project however, operates on a voluntaristic model, with the participating Schools agreeing their wish to be involved on annual basis. This project epitomises the form of Institutional interaction envisaged for the GPS programme: it is annually renewed, non-binding and evolves from shared academic interests of institutions and faculty. Consequently, it is envisaged that each of the three HEIs will produce its own *separate and distinct* Masters programmes, which will then be able to develop the existing project in a manner suited to their ambitions and circumstances (as opposed to “collaborative” or “joint” provision). The “parallel project” model allows for different partners to opt in or out of a project-based collaboration, of fixed duration, as appropriate or desired with no consequences for the other participants. Each School would operate its own degree programme (owned and awarded by that School or its Validating Institution – only GSA’s awards would be conferred by U of G), there is no intention of franchising or licensing a GSA/GU award to any other institution.

Organisational model:

- students experience multiple pedagogical/institutional approaches (Stages 1, 2 and 3) each with specific organisational, operational and geographic context
- three distinct project structures plus Masters project
- GSA awards all academic credits: no joint or collaborative provision required.
- Semester length academic exchange for all students

The MFA GPS programme is structured in such a way that students are exposed to three different pedagogical systems of delivering design education, three different types of project structure, and a variety of collaborative and trans-disciplinary modes of devising, planning and executing design projects (and their associated methods, tools and techniques). The flexible programme structure allows this engagement with the intellectual concept of “context” in all its forms and modalities. Students develop an autonomous and self-reflective practice that is rooted in a response to physical, organisational, linguistic, economic and cultural context or surroundings, which derive from exposure to trans-disciplinary working, alternative pedagogical and institutional models, a variety of economic and organisational structures (from multinational corporation to NGO to site-specific co-operative venture).

This intellectual exposure is made possible through the three different Stages of the MFA GPS prior to the Masters Project (Stage 4):

Stage 1 - Parallel Project (GSA, Chiba, Parsons, Fujitsu) – comparative and cross cultural working across three continents

Stage 2 - Global Project (GSA, Chiba, Parsons, plus other Schools/Partners as appropriate) – collaborative, trans-disciplinary working with multiple educational and organisational partners on a site specific (external to Europe) project

Stage 3 - Academic Exchange to a Masters programme outside UK. – semester length immersion in an educational institution and pedagogical system external to GSA and linked to Masters project proposal.

The principle of context-driven collaboration underpins MFA GPS, its pedagogy, curriculum and intellectual orientation. In this MFA GPS builds upon the M.Des Design Innovation “suite” of PGT programmes and extends the intellectual terrain upon which contemporary design currently operates (hence the shared curriculum content of Stage 1). Graduates of MFA GPS will be the most contemporary manifestation of the “reflexive practitioner” (first

described by Schön (1983)) and equipped to operate in the multi-modal world of today's trans-disciplinary design world: able to embrace technological change, understand and respond to cultural and organisational difference and adapt to differing locales, worldviews and value-systems through their intellectually flexible, collaborative and context-aware design process.

The practical logistical lessons learned through the Product Design department's involvement in the ground-breaking Master of European Design (MEDes), initiated in 1999, have revealed the value of a sustained immersion in one or more educational and cultural environments, the importance of learning new languages, the significance of developing an international network of peers, practitioners and industrial and academic collaborators. Likewise, the current "parallel project" operated GSA, Chiba and Parsons as part of M.Des Design Innovation has highlighted the academic and disciplinary value of working with students, academics and multinational organisations on "complex problems", which are extended in time and space, involve many and diverse stakeholders and utilise innovative or emerging technologies in a variety of socio-cultural contexts and economic models.

Admissions, Assessment and Exchange:

Admission is by portfolio submission (if candidate is from an Art/Design/Architecture background) or professional practice; alternatively, non-practitioners would normally have an Upper Second and a string letter of application outlining their suitability for this programme of study. All Assessment of GPS student work is carried out by GSA – no collaborative provision exists –and all academic exchange mobilities would operate under previously existing Agreements or new exchange agreements formulated under GSA protocols and quality assurance guidelines. The Assessment team would be comprised of GPS teaching staff and would adhere to GSA's Code of Assessment.

Academic Delivery:

Stage 1 – GSA: 60 SCQF/30 ECTS – comparative working methods (collaborative)

Stage 2 – GSA: 60 SCQF/30 ECTS - *in situ* design engagement (collaborative & trans-disciplinary)

Stage 3 – GSA 60 SCQF/30 ECTS – academic exchange with affiliated HEI

Stage 4 – GSA 60 SCQF/30 ECTS – Masters Project

Finally, the programme offers a design-focused alternative to the MBA system but with a greater emphasis upon design practice, creative entrepreneurship, social innovation, global experiences and hands-on activities in partnership with HEIs, international corporations and NGOs around the globe. MFA GPS also develops upon lessons learned from an on-going collaboration with the University of Glasgow (MSc in International Management and Design Innovation) where the increased emphasis upon project-based learning, rather than case study models, allows students to formulate and demonstrate project-based learning skills focused upon human-centred design principles. Stage 2, the Global Project, would see students situate their project-based learning within a broad spectrum of skills acquisition, including learning acquisition (based on MEDes model) and an appropriate level of theoretical engagement with other disciplinary discourses and practices. The two-year study period afforded by MFA allows for student exchange with partner institutions, and the *in situ* project opportunities that a one-year (3 term) M.Des cannot facilitate, and, consequently, offers a greater incentive for students who wish to undertake Masters level study in this trans-disciplinary area of design practice.

8. Outline educational aims of the programme: *Please state the overall educational aims and list any that are specific to a stage of the programme.*

8.1 Overall Aims:

The MFA in Global Product Strategies aims to:

- Interrogate an understanding of academic, economic, social and technological issues as “context” and their relation to contemporary culture and the emerging or developing world
- understand design practice as a means of responding to a global/trans-national context, issues and debates
- explore how contemporary working practices produce cross-cultural contexts engender innovative methods of working, new collaborative design practices and intellectual approaches
- ability to translate strategic imperatives into systems, services and design experiences
- design practice that responds to the social, economic, ecological, technological and organisational *context* of human experience and the formulation of design opportunities and possibilities for intervention that arise from this.
- Develop capacity to formulate design responses to complex challenges or problems through an appreciation of the interlinked relationship between strategic planning, stakeholder engagement, supply chain logistics, technological innovation and productive capacity or financial viability;
- Critically explore the relationship between technological, economic, social scientific and entrepreneurial discourses and design practice.

MFA GPS develops a contemporary design practice that aligns artefacts with experiences and interactions, services within systems and “products” within organisation forms and flexible supply chains that respond to local variations and contingent factors. The programme equips designers with practical experience of the design challenges formulated under these circumstances, exposure to the team-working, user-led collaborative engagements required to address such problems of “scale”, and a critical and theoretical exposure to pedagogies, design philosophies and cultural contexts within which design practitioners will be obliged to operate.

8.2 Stage Aims:

Stage 1 aims to:

- develop an understanding of User-Centred Design as a research methodology, its precepts, processes and vocabulary through their application in a project context;
- engender an appreciation of the relationship between locality and global issues, trends, political and technological issues;
- foster a knowledge of the issues and vocabulary of contemporary design practice and its theoretical context and its relationship to innovative or emerging technologies
- develop an understanding of the key principles of design as an innovation process through the investigation of contemporary and emerging design practices and their context;

- introduce and develop knowledge of the key theoretical principles of design and innovation processes, and articulate this through the participation in a “parallel project” running simultaneously across two or more Design Schools and in collaboration with an industry partner
- gain a comparative understanding of the key principles of user-led design theories and methods and their application within the professional context derived from two or more contexts;
- achieve an understanding of the key principles of the design innovation process as a collaborative practice through the generation of research data, user-focused design prototypes and design development;

Stage 2 aims to:

- acquire a conversational proficiency a specified world language (non-English), and an understanding of the appropriate methodology for the accelerated acquisition of new languages
- develop an awareness of contemporary theories of innovation and entrepreneurship and their relationship to specific cultural, geographic, technological and political contexts, organisations or endeavours
- demonstrate the ability to apply ethnographic and User-centred Design principles to a specified project opportunity in a non-“developed world” context
- develop and demonstrate trans-disciplinary working process and collaborative design practice
- display a capacity for trans-cultural application of the design process that acknowledges global awareness with appreciation of locality, cultural specificity and value-based “otherness”
- work in a cross-disciplinary manner with designers, stakeholders, users and other professions and disciplines to generate value and communicate this to the relevant parties in an appropriate manner
- gain a reflective understanding of design innovation as a method of group working and problem solving through practical project(s);
- attain an understanding of design as an innovation process and as a tool for creative collaboration and the generation of social and economic value within a specific context or domain;

Stage Three aims to:

- stimulate an in-depth appreciation of an educational system, pedagogic culture and ethnic, national and linguistic traditions of a School beyond GSA
- foster comparative analyses of the intellectual, cultural, political and social differences between cultures framed within a critical discussion of “globalisation” and contemporary social and economic theories of design, development and technology
- equip graduates with an understanding of the design process of a specific host School and its relationship to the pedagogical style of GSA
- display a capacity to communicate personal learning, complex information, the design process and cultural experience in a comprehensible and visual format to a professional standard

Stage Three (academic exchange incoming or GSA students unable to participate in Global Project) aims to:

- stimulate an in-depth appreciation of an educational system, pedagogic culture and ethnic, national and linguistic traditions of the GSA School of Design and, in particular, the Design Innovation “domain”
- foster comparative analyses of the intellectual, cultural, political and social differences between cultures framed within a critical discussion of “globalisation” and contemporary social and economic theories of design, development and technology
- equip students with an understanding of the pedagogical style of philosophy and practices of GSA School of Design relative to those of comparable Design institutions
- display a capacity to communicate personal learning, complex information, the design process and cultural experience in a comprehensible and visual format to a professional standard
- engender an awareness of and facility with the user-led, ethnographically-focused and research driven design approach of GSA and its social, economic and intellectual value.

Stage 4 of the MFA in GPS aims to offer each student the opportunity to:

- demonstrate through the realisation of a research project a comprehensive and professional understanding of production methodologies and techniques in a specialist area within the discipline of design practice and its global context;
- display through the production of a research-focused user-led project an understanding of the theory, methodologies and strategies of contemporary design practice within a specific or various specified global countries or cultures and to a professional standard;
- demonstrate, through an extended written report, critical and analytical reflection on the processes and findings embodied in the research project and their relation to the global context and emerging or innovative practices utilised by designers.

9. Outline learning outcomes of the programme: *Please give an overview of what all students should be able to do or to demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes. More detailed learning outcome descriptions will be required in Programme and Course Specifications.*

On successful completion of the programme, graduates will be able to:

- Demonstrate an ability to work in trans-national, cross-disciplinary projects across a variety of geographical locations and cultural contexts.
- Prioritise and apply contemporary and emerging design practices and methods to a design project in accordance with the cultural, economic and technological context
- Co-ordinate multi-disciplinary approaches to the research, framing, resolution and delivery of design challenges within a diverse culture, technological and organisational context or partnership platform.
- Determine the appropriate relationship between artefacts, digital interactions and product experiences as a means to formulating a design solution to a complex and

multi-variable issue.

- Provide a critical interrogation and theoretically-supported analysis of the relationship between locale, globalisation, context and innovation.
- Demonstrate mastery of a professional practice in design and innovation that is rooted in multi-country experience, differing pedagogical approaches and emerging design methods, tools and practices.
- Evidence an independent and autonomous approach to design and innovation challenges that is rooted in collaborative and multi-disciplinary working and capable of embracing both cultural and technological drivers for change.
- Display a personal, context-driven and reflective personal design style spanning a series of emerging areas and practices within the design profession.

10. Provisional Programme Structure:				
Stage	Course	Level	Credit	Core/Optional
1	Core Research Skills – Design Ethnography (modified existing provision) Mandatory choice of an elective (DE is suggested)	11	15	Recommended
1	Design Theory (existing provision)	11	15	Core
1	Studio 1 – Parallel Project (existing provision) A project taught in parallel at GSA, Chiba and Parsons and presented simultaneously in Tokyo by each	11	30	Core
2	Elective (existing provision)	11	15	Optional
2	Studio 2 – Global Project (new provision, but utilises existing Language provision at GU) A project taught collaboratively by GSA, Parsons and Chiba for which the <i>in situ</i> work takes place at a fourth site e.g. India, South Africa, Brazil etc, and which could include students from “affiliate” Schools. Language and Business components would also be delivered as part of this Course.	11	45	Core
3	Global Exchange (outgoing students to Partner/Affiliate schools; incoming students utilise existing provision) - offers an opportunity for students to <i>either</i> study in a Partner School (Chiba/Parsons) as part of GPS, <i>or</i> identify an appropriate Affiliate school where academic exchange would support proposed Masters project.	11	60	Core
4	Master’s Project (existing provision tailored to individuals) - GSA-based Masters project.	11	60	Core

11. Minimum and maximum student numbers required to ensure that the provision is academically viable and appropriately resourced: <i>Please provide an explanation of the numbers given.</i>				
Home/EU Students				
Minimum	3	Maximum	10	

Overseas Students			
Minimum	3	Maximum	10
<p>Fee scale – departs from GSA norm by adding £3,000 (for each year of the 2 year programme) to the standard 2-year programme fee to allow for air fares and accommodation in Stage 2 Global Project and to cover costs of language teaching provided by GU Language Centre (and the logistics costs incurred by staff travel to support/administer the programme). Bulk purchase of air tickets and lodgings allow for reduced expenditure, while PD’s existing deal with GU Language Lab would allow new/alternative provision to be added at £5,500 per additional language – Chinese, Japanese, Spanish(existing) and possibly Portuguese are envisaged as these are major non-English business languages. (this is calculated on the basis that the “supplement” is NOT subject to top-slice, while the fees themselves are top-sliced as normal.)</p> <p>Student numbers have been arrived at through a desire to grow a small, specialist programme that delivers extremely high quality graduates through a developing partnership with colleagues in Japan and the USA. Lessons learned from MEDes demonstrate that a small number of individually-formulated exchanges (as distinct from the Bachelor-level exchanges) contribute to Masters level project development. The significant utilisation of existing provision (135) credits in almost unchanged form allows the programme to be delivered to a small cohort, although this can be expanded over time.</p> <p>Home Office PBS Visa Requirements Implications: The PL is responsible for monitoring student participation and attainment of learning goals within all aspects of the Programme. For students who hold non-EU passports and who are required to travel as part of the Programme a monitoring process will be developed in discussion with the Head of Student Records in accordance with GSA’s existing practices in this area.</p>			

12. Please confirm language of instruction is English	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, please specify:	Click here to enter text.

13. Is there substantive overlap in terms of subject provision at this level in GSA? <i>You may wish to comment in more detail below if there is inter-disciplinary overlap.</i>	
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details of the other programmes below:	
Programme	M.Des DI “suite” and B.Des/MEDes PD
School	Design
Programme Leader	Gordon Hush
Please confirm this overlap has been discussed with the relevant School	Yes <input checked="" type="checkbox"/>
Further comment?	The overlap is, in fact, a utilisation of existing

	<p>structures, relationships and resources that will reduce operating costs and overheads for the proposed programme (in particular, in its developmental years). Specifically, the Studio 1: <i>Parallel Project</i> (M.Des DI) and the Year 5 of MEdes, which would be offered to incoming-exchange students are the areas of overlap (and then the common Masters courses in Design Theory, Core Research Skills and an Elective option).</p>
<p>Please confirm this overlap has been discussed with Student Recruitment</p>	<p>Yes <input checked="" type="checkbox"/></p>
<p>Further comment?</p>	<p>The second significant area of overlap is in the language provision, which would be shared with B.Des (PD) and supplied by GU. This more closely resembles a sharing of resources and opportunity for “economies of scale”, rather than competing with existing academic provision.</p>

14. Analysis of the potential market for the programme in the UK and internationally, carried out in consultation with Marketing & Communications, and leading to formulation of marketing strategy (see 18 below): *Please provide an overview of the current and future market conditions.*

The market for Masters education in Product Design (broadly considered) or Integrated/Connected Design is shifting. This shift is driven by

- a greater demand for access to Masters level education both nationally and internationally;
- increased demand for M-level education by “Overseas” students, which is usually found outwith their country of origin (rendering it international/global by default) because of the cachet this provides upon return;
- technological drivers, such as web-based delivery platforms, off-site/satellite campus models (Parsons Europe/Shanghai, RMIT Taiwan, GSA Singapore);
- global mobility of labour and capital, which entails trans-disciplinary, cross-cultural teams working for commercial enterprises, not-for-profits (Oxfam etc) or the NGO sector.
- , a market is emerging in which creativity, innovation and design process, methods and tools are being sought *alongside* the trans-cultural, geographically diverse and inter-disciplinary ways of working that contemporary technology makes possible.

While MEDes is an example of a successful existing multi-national educational network new formulations and opportunities are also emerging. Often these are underpinned by funding initiatives, such as Atlantis (US and Canada) or the European Union Bi-Lateral Co-Operation programme (which happens to support EU-Japan “joint mobility agreements”). These emerging support structures need to be matched by an academic and intellectual entrepreneurship capable of translating financial assistance into pedagogical innovation and creative engagement with the issues and opportunities of the contemporary era.

There is an opportunity for GSA to establish a market-leading position in this area by capitalising upon our extant and evolving Internationalisation efforts and their operation within UG/PG programmes. The MFA GPS seeks to combine the attractions and experiences of the existing GSA Masters programmes – the international, multicultural and variegated pedagogical model of MEDes and the innovation-focused, trans-disciplinary working practices and “real world” focus of the Design Innovation “Suite”. It will extend and refine the existing practices by emphasising simultaneous and collaborative practices – already pioneered with Chiba and Parsons in the “Fujitsu project” and with M.I.T. in the “lo-cast project” – through use of video-conferencing, web-based collaborative design tools and *in situ*/off-site multi-stakeholder collaborative projects, and “live projects” with multinational corporations, NFPs and NGOs.

Contemporary design theory has been echoing trends in the social sciences and discussing “wicked problems,” “grand challenges” or problems of complexity – large-scale, multi-stakeholder projects delivered across and within various spatial and temporal conditions – and a two year Masters programme is an ideal vehicle to develop a teaching framework for inculcating in students the disciplinary underpinnings, theoretical perspectives and hands-on tools and methods for engaging with such issues. In this the structure of the MFA GPS for students foreshadows the structure of the types of challenges to be faced by graduates from the programme – the spatial, temporal and cultural disparities, the complex division of labour, extended supply and stakeholder chains and reliance upon new or emerging technologies applied to everyday experience.

Nomenclature and Title:

The proposed award is a Masters of Fine Art in Global Product Strategies (MFA in GPS). This is intended to communicate the two-year duration of the programme of study, as distinct from the more common 1-year Masters (M.Des), and also to distinguish the Stage 3 Exit Award within this programme, *M.Des Global Product Strategies* (awarded for 180 credits), from the MFA in GPS (Stage 4: 240 credits). Furthermore, the award of either a BFA or MFA in design is common place in North America (a major market for this programme), and is also accepted within a U.K. context (see ECA below).

NB – However, discussion over the Award Title is still on-going.

Below are a series of competitor offerings:

Thematic

School of Visual Arts *Masters in Design for Social Innovation*, aimed at designers interested in collaborative practice and non-designers coming to design as entrepreneurial or “social” value generation. Fees

Audencia Business School, Nantes (France), *International Masters in Management*, 1 or 2 year programme, 2 month exchange, Fees €15,000-18,000 [possible affiliate partner]

Stanford D-School: umbrella term for a series of classes/projects available to students on Stanford Masters/PhD programmes, especially Stanford Design Programme (MSc Engineering and MFA Design, 2 year programmes)

Advanced Masters Program on Management of Global Strategies (SYS Business School, Guangzhou, China; SDA Bocconi Milan, Italy; University of California, Los Angeles) – modular and aimed at management high-fliers

Geographic

RCA/Imperial *Global Innovation Design* (Keio/Pratt) – 2 year “innovation” Masters, expanded exchange programme, aimed at “future global leaders” and corporate executives. English language teaching, focus upon exchange programme “topped off” with RCA/Imperial teaching in Year 2. Fees

MA & MFA in Product Design at ECA: MFA aims to “explore new methods of discovering unique, genuine problems and opportunities for the design of original and useful products.” Focus is upon taking traditional designers and making them *au fait* with contemporary approaches to design process – has no international or trans-cultural dimension and no obvious links with industry.

MFA GPS – key criteria and market differentials

- 1) Tri-continental core in NYC, Tokyo and Glasgow built upon 3 established and renowned Design Schools who have complementary approaches to contemporary design.
- 2) Established and developing partnership rooted in student exchange and developing faculty relationships with potential for research collaboration (especially through Institute of Design Innovation).
- 3) Model is rooted in cross-cultural and trans-disciplinary design working and utilises GSA’s MEDes experience, Chiba’s multinational corporate links and Parsons strengths in Strategic Design and global brand presence.
- 4) Distinct from MBA/Management programmes through focus upon *design* and project-based learning; more developed exchange and international collaboration than other Design programmes. Closest competitors are D-School (not a Masters programme but a suite of modules/options) and RCA/Imperial, which relies upon a formulaic exchange experience and London-based learning.
- 5) We are proposing English speaking programme and Fees are considerably cheaper than competitor (U.S.) institutions.
- 6) Collaborations with multinational corporations and “emerging” nations projects differentiate this programme from competitors – students have opportunity to learn in “socially aware” context and transfer skills to commerce (optional Internship over summer break).

15. Outline marketing strategy: *Please state how the programme is to be promoted in order to take advantage of any potential demand and achieve the number of students required to make the programme viable.*

MFA GPS is a solely-owned degree programme belonging to GSA, but operated in *conjunction* (as distinct from “collaborative provision”) with Chiba and Parsons, who would each either validate their unique version of the programme (as occurs in MEDes) or merely opt-in for specific components, such as the Parallel Project or Global Project, plus exchange opportunities, there is a level of co-operation underpinning the communication and marketing of the programme. *All fee income stays with the School that recruits the individual students.* The proposed programme would also be promoted via the participation of Affiliated Schools or Programmes, such as Audencia Business School (Nantes, France), who have already signalled their desire to participate in this manner, as have Les Ateliers/ENSCI (Paris, France), while initial approaches to potential affiliates, such as M.I.T.’s Mobile Experience Lab, or N.I.D. (Ahmedabad, India) are underway.

Expanding upon lessons learned from MEDes, each institution acknowledges its Partners and their role in delivering the core (shared) components of the programme (GPS in GSA’s case): these are the Parallel Project, Global Project and exchange programme. The innovative modes of delivery and pedagogy allow for conference papers (International Department has suggested NAFSA in 2014 and EAIE in 2015), possible journal articles and are ripe for discussion in the design and related press – see previous articles in Axis concerning PD at GSA, and the word count surrounding Stanford’s D-School when taken up by Fast Company. By targeting appropriate web-discussion groups, blogs and publications a substantial amount of interest could be generated at very little cost.

Additionally, there are the more traditional marketing channels, GSA website, recruitment fairs, LinkedIn pages, while the recruitment of “affiliate” schools would further enhance the profile of the degree and the prestige attached to its graduates.

16. Anticipated demand on staffing, resources and services (including English language support and welfare): *Please list the expected time required for teaching and tutorials, all accommodation and workshop requirements. Also, state any monetary costs that would not be routine.*

Accommodation is in refurbished Haldane building alongside the entire School of Design's PG cohort and will be ready for uptake in November 2013. Students will be housed alongside M.Des Design Innovation (with whom they share Stage 1) but with dedicated studio provision.

Only limited access to existing GSA workshops and technical resources are required, possible future investment in desktop making/modelling in association with PD and PDE programmes would be advantageous and offer economies of scale in investment and technical support.

The extra staff resource would be .5 FTE for teaching, while the .1 for PL (to be incorporated into M.Des DI PL's duties) and administrative duties would be absorbed within existing DI "suite" operations. Of the 240 academic credits required for MFA GPS 75 already exist (shared with M.Des or GSA PG portfolio) another 60 would largely be delivered as Exchange (reciprocal incoming students would be absorbed within existing PD/DI Studio provision at minimal cost). This would follow the standard GSA teaching-time-credits structure utilised by all SoD PG degrees.

Finance – The Fees charged for this programme contain a Global Supplement to address the specific programme related expenses, both student and institutional, and the need to consider opportunities to offset or circumvent such charges limiting access to the programme have been discussed at SoD Board of Studies with a view to being taken to the Scholarship committee.

Student Welfare and Support: EDIA

The MFA GPS programme sees diversity and equity as a starting point for creativity and design activity not an obstacle to impede it – there is an explicit focus upon the societal construction and operation of cultural types, social roles and identities, and their relationship to life experience and opportunity. The programme seeks to engage with the relationship between 'the local' and the 'global', with transformation of technology and its consequences for forms of social interaction and the manufacture of social and material opportunity for all, and its pedagogy is focused upon user-led design and co-creative activities.

Opportunities for autonomous and self-directed learning lie at the heart of the programme's philosophy, pedagogy and organisational structure with an emphasis upon the role of the individual student operating as part of a cohort, as a peer-learner and active participant in the life of the programme. This is grounded in an emphasis upon personal reflection – through project process logs, seminar discussions and one-to-one tutorials – and the construction of an individual route through the programme of study, involving choice of specialism, selection of elective learning opportunities etc. The ability for all students to pursue such a personally tailored study opportunity is tied to GSA support structures; in particular, Student Services and the IRF process that seeks to minimise the effects of conditions or circumstances in which a student might be prevented from performing to their optimum. These would then result in 'reasonable adjustments' on an individual basis that would be negotiated between Student Services, the programme team and the individual student.

In addition to the support structures and learning environment focused upon individual attainment there is also a commitment to collaborative working practices, peer learning and support, which seeks to promote a 'community of skills' based upon individual difference,

experience and biography through an appreciation of variety and range of skills capable of being utilised through peer interaction. These processes of team-working, collaborative engagement and co-mentoring are delivered within Stage 1, as part of the taught component of Studio 1 (Parallel Project), and are fostered across all four stages.

The role of the VLE as a flexible method of curriculum delivery is central to meeting the needs and expectations of a cohort that draws upon a diverse constituency of students, across ethnicity, gender, life course or educational background. (in particular during the partnership with participating schools and the exchange programme) The recent development of the GSA Design Glossary is an example of how digital technology is capable of making specialist knowledge and skills available to all students in a general sense, and can be utilised by students and staff in specific situations or project contexts to engender deeper engagement and improve learning opportunities. The availability of such knowledge resources can then be tied to opportunities such as the 'Talking Shop' occasional lectures series in which, for instance, female practitioners in a male-dominated industry can speak to students, or former graduates relate their experiences of the cultural and pedagogical environment and its relationship to professional life.

Student attainment will be measured against the Intended Learning Outcomes located (above) and disseminated via the programme handbook, which details assessment methods, the role of formative and summative review and their relationship to student progress. The opportunity for dialogue around student attainment, at both individual and cohort level, is an important means of ensuring that the commitment to autonomous learning rooted in personal reflection can be achieved. Such opportunities are afforded by 'post-project debrief' in addition to more formal feedback mechanisms – tutorials, feedback forms etc – which allows cohort/group level reflection in conversation with the course/programme team. This serves to link course content, project or learning experience and the ILOs of the programme in an experiential manner.

The lessons learned from PD's extensive academic exchange programme, MEDes programme and the current PG exchange opportunities will all drive Student Support for incoming exchange students,- both English language support and the pastoral regime (borrowed from PD's UG programme) and delivered in consultation with the International Office.

17. Compatibility of the proposal with GSA's existing portfolio of programmes: *Please provide a brief description.*

As previously indicated, the MFA GPS programme seeks to draw upon and extend existing capacities and teaching resources within GSA (broadly) and the School of Design (specifically). GPS extends the current relationship between Parsons (NYC) and Chiba (Tokyo) that exists at UG/PG level (B.Des/M.Des) and the broader MEDes consortium (PD). Equally, the nascent Institute of Design Innovation (InDI) and its research territory encompassing the application of new technology (digital health, for example), "live projects" (Scottish Government, sustainable tourism, financial services) are already operating with M.Des DI, albeit within the constraints of a one-year three stage Masters programme. The two-year MFA structure would allow for longer, more complex and sustained design projects with greater resolution of outcomes (products, services, strategic directions etc). The GPS programme would also provide Masters graduates of joining InDI as Research Associates or prospective Doctoral students.

As discussed, the proposed MFA in GPS complements and expands both the design domain emerging around "Design Innovation" at GSA and offers a substantial opportunity for design innovation-related study prior to application for Doctoral study, or research work within this area. Its compatibility with the existing portfolio is evident in its sharing of Stage 1 Courses from the M.Des Design Innovation programmes (allowing significant economic advantage) and defining a coherent core to the Design Innovation domain.

In discussion with the Head of Graduate School and the Head of International Academic Development (IAD) the opportunity to embed MFA GPS within the GSA's Strategic Plan proposal of international student mobility at PG as well as UG level became apparent. Additionally, the need to develop staff mobility (possibly through an Erasmus Mundus bid) to complement the Chiba-funded CO-DE programme. The programme is built upon an expanded *mobility* experience for participating students of three types: firstly, parallel experience culminating in a visit to Tokyo; secondly, the field work during the Global Project; thirdly, the academic exchange experience. Each of these is an expansion and evolution of existing GSA provision but tailored to the programme specific demands of MFA GPS and its ILOs.

18. Compatibility with the strategic plans of the proposing School and of GSA: *Please provide a brief description of how the programme satisfies the goals and objectives of the school/department.*

In line with GSA discussions regarding the Distributed Academy and the Global Studio, MFA GPS provides an opportunity to advance a pedagogical strategy that is intrinsically *international* and *distributed* in both ethos and delivery. The collaborative provision of elements of the programme – project opportunities – while GSA retains sole ownership and authorship of all credit-bearing elements (including Exchange) along the MEDes model offers the chance to develop at PG level in School of Design the type and range of international mobility opportunities currently enjoyed only by UG students (due to the one-year Masters structure). Furthermore, the collaborative and co-operative structure (both Partnership and Affiliation) distinguish the nature and form of the student mobility experience from those offered either by GSA or other institutions (including the RCA/Imperial as part of their GID programme).

Indeed, the International Department has pointed out that initiatives such as the Parallel Project – currently running in M.Des DI – offers an example of how existing one-year masters provision at GSA might be “internationalised”. MFA GPS offers a testing ground for new forms of internationally-focused pedagogical approaches that better reflect the demands made by life after graduation upon our Masters cohorts – both in the Global Project and the Stage 3 Academic Exchange opportunity.

19. Nature of any proposed collaboration with other institutions: *Please state the name of the institution(s) and how much input or involvement they have in the programme.*

MFA GPS is founded upon an exploration of context and an appreciation of different models of organisational provision (economic, educational or experiential). Stages One, Two and Three each involve a degree of involvement with external institutions – either joint projects or academic exchange. GSA currently engages in a large number of such projects and exchanges at PGT level and MFA GPS proposes an extension of these rather than a new model.

The operating model of MFA GPS is a series of joint projects and academic exchanges, each of which would be discrete with *no contractual obligations*, all academic credits are awarded by the University of Glasgow, with participating Schools or organisations merely contributing a “context” within which student learning will occur (as in traditional and current exchange models). The initial proposal for MFA GPS has been developed in dialogue with two HEIs (Chiba University – Department of Design Science and Parsons, New School for Design – School of Strategic Design) for the purpose of expediency, clarity of communication and manageability. Each of these Schools would – it is imagined – develop their own in-house “version” of MFA GPS or else continue as participants within the proposed programme (either choice has no practical or programme consequences for GSA and MFA GPS). In future other HEIs around the world are expected to *articulate* into the GPS network on a similar basis (borrowed from the MEDes network model that has operated since 1999) and made concrete in joint-projects and academic exchange opportunities. This ensures that participating Schools may leave or suspend participation for a specified duration without imperilling the operation of the academic programmes at the remaining participating Schools.

Possible future affiliates

Massachusetts' Institute of Technology (M.I.T.) – Mobile Experience Lab

University of Michigan – Multi-disciplinary Design programme

National Institute of Design (NID)

“Les Ateliers”, Ecole Normale Supérieure Création Industrielle (Paris) – MEDes partners

-Affiliate Schools are those institutions which have indicated an interest in participating in the proposed MFA GPS *at a project level* or as *academic exchange partners* in the near future without indicating an immediate desire to formulate a sister programme.. This would allow an *ad hoc* project specific or academic exchange based relationship to develop through discussions between academic staff and utilising existing international mobility agreements (Erasmus, Erasmus Mundus etc). Initial discussions have taken place and video-conferencing has proven an effective multi-site means of discussing future participation in projects while academic exchange application would be by portfolio submission as is current practice. The affiliate network is effectively a continuation/expansion of the existing academic exchange network operated by Product Design (UG/PG) and Design Innovation (PG).

To re-iterate, MFA GPS is a wholly owned and operated GSA Masters programme delivered in collaboration with (but not dependent upon) our partners and affiliates. It is neither a Joint nor a Double degree programme. However, it is a “collaborative” and co-operative endeavour, but one which is flexible and resilient and does not rely for its existence upon specific partners, but upon the idea and practice of *partnership*. The previously acknowledged discussions with Head of Graduate School and Head IAD to will support the development of flexible, non-contractually binding partnership agreements, which will delineate Partner duties and evidence the shared ambitions of the three consortium Partners, and provide a framework for discussion and co-operation between Partners and Affiliates.

20. If a collaboration with other institutions is proposed, please provide the following:

Please be aware that separate collaborative provisional approval is required.

Contact Details at Partner Institutions:	N/A see above
Nature of Collaboration (please tick)	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

21. Please provide an overview of the Research Teaching linkages this programme will have:

As intimated above, the two year degree programme offers a greater flexibility to incorporate live/research collaborations either with industry or academic partners (the delivery of curricular material through project-based learning is key to this and differentiates GPS from other two year Masters programmes at GSA). Key collaborations are envisaged as being with the consortium partners (exchange of students and faculty), long-term collaborative and trans-disciplinary projects across dispersed sites and locations (e.g. digital technology, health and user aspirations) would echo and extend existing GSA academic research areas (Alastair MacDonald, InDI, M.Des Service Design) while borrowing from specialist expertise in consortium partners (e.g. Parsons School of Strategic Design or Chiba’s emphasis upon design engineering within the consumer electronics field).

MFA GPS would also become a “feeder” programme for PhD candidates and the InDI “experience labs” and associated projects – ensuring the flow of information between academia and industry, between GSA staff and academic or industrial partners, in a reciprocal fashion. Currently “live projects” within the one-year M.Des structure are relatively brief and dictated by the curriculum structure (Stages 1-3) following nose-to-tail, which precludes Internship opportunities or the embedding of staff within project teams or partner organisations. The less constrained curricular structure afforded by the MFA/4 stage/semester model allows greater flexibility in project timetable and staff or student participation, which, in turn, offers greater research opportunities.

Importantly, the two-year structure and the innovative model of pedagogy combined with the relatively uncharted (competitor free) intellectual terrain ensures that Research Teaching Linkages with organisations that have previously been out of GSA’s reach is possible. Links with WWF and W.H.O. and the U.N. enjoyed by partner Schools (MEDes/GPS) would be available to GSA. Further discussions with Head of Graduate School and Head of Research & Postgraduate as programme proceeds through Validation process to identify emerging areas appropriate for Research Teaching Linkages.

22. Please confirm the following:

<p>22.1 A financial rationale has been approved by the GSA Directorate via the Director of Finance and Resources. Any capital bids envisaged in the next four years for undergraduate programmes and three years for postgraduate programmes must be included in the financial rationale. A <i>new course financial rationale calculator is available from Eliot Leviten.</i></p>	<input checked="" type="checkbox"/>
<p>22.2 Attached is a copy of the financial rationale. This will not be made available to UPC.</p>	<input checked="" type="checkbox"/>
<p>22.3 A market analysis has been undertaken in consultation with the Head of Student Recruitment and has been discussed with the Head of Marketing and Communication and is set out in this Statement of Intent. A marketing strategy has also been agreed as part of this discussion.</p>	<input checked="" type="checkbox"/>

<p>22.4 The proposal has been discussed with the Head of Learning Resources and the attached 'Implications for Library/Learning Resources Provision' form has been completed.</p>	<input checked="" type="checkbox"/>
<p>22.5 If the proposal relates to undergraduate provision, please confirm that the proposal has been discussed in detail with the Academic Coordinator, Undergraduate Studies.</p>	<input type="checkbox"/>
<p>22.6 If the proposal relates to postgraduate provision, please confirm that the proposal has been discussed in detail with the Head of Research and Graduate School and the Head of the Graduate School.</p>	<input checked="" type="checkbox"/>

23. Please confirm whether consultation has taken place regarding this Statement of Intent with the following:		
	Yes	Comments
External Critical Friend	<input checked="" type="checkbox"/>	Click here to enter text.
Students	<input checked="" type="checkbox"/>	Click here to enter text.
Employer	<input checked="" type="checkbox"/>	Click here to enter text.
Academic Services	<input checked="" type="checkbox"/>	Click here to enter text.
Learning Resources	<input checked="" type="checkbox"/>	Click here to enter text.
Head of Research and Graduate School	<input checked="" type="checkbox"/>	Click here to enter text.
Student Support and Development	<input checked="" type="checkbox"/>	Continuing discussion about Scholarship funding possibilities to offset fee "supplement"
PSRBs	<input type="checkbox"/>	N/A

REGISTRY USE

Programme Code (Course ID)	Click here to enter text.							
Credit Transfer Scheme	SCOTCAT Click here to enter text.							
Programme Title on Quercus	Click here to enter text.							
UCAS Code (if applicable)	Click here to enter text.							
JACS Code	Click here to enter text.							
Update Website	UCAS	<input type="checkbox"/>	LearnDirect	<input type="checkbox"/>	EducationUK	<input type="checkbox"/>	Other	

STATEMENT OF INTENT:**IMPLICATIONS FOR LIBRARY/LEARNING RESOURCES PROVISION** *(to be completed by GSA Library)*

DATE of this document	01 April 2013
PROPOSED COURSE	Masters in Fine Art in <i>Global Product Strategies</i>

Position Statement
<p><i>To be covered in this section:</i></p> <p><i>Although the exact content of the GPS programme is yet to be determined, there will clearly be overlap with the current suite of MDes programmes, which are well supported by Learning Resources. Where additional library content needs to be purchased, this will be in e-book or e-journal form whenever possible, in order to provide maximum ease of access for students, particularly when they are studying or working abroad.</i></p> <p><i>Students on the GPS programme will also have access, through the SCONUL scheme, to other HE libraries in Glasgow and beyond, and this will be emphasised to them at their initial GSA Learning Resources induction. It is also important that the students receive an induction to the library facilities that are available to them at partner institutions in Tokyo and New York.</i></p>
Current Collection Strengths
<p><i>Most of the subject areas of the GPS programme are already well supported by the current Library collection, including design innovation, service design, interaction design, design theory, and the impact of globalisation on art, design and architectural practice. There is also a good range of international design journals in both print and electronic form.</i></p>
Current Collection Weaknesses
<p><i>There may be some specific texts which are required to support the MFA in GPS, in which case it is important that these are identified by teaching staff and communicated to Learning Resources for purchase. NB there is no intention to purchase language learning resources because language teaching and the provision of associated resources are provided under the existing agreement with the Language Lab at the University of Glasgow, and are funded under this existing financial agreement.</i></p>
Indicative Costs for Addressing Collection Weaknesses
£500