# Programme Specification

## 1. Programmes:

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Master of Design Fashion and Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Prof Irene McAra-McWilliam</td>
</tr>
<tr>
<td></td>
<td>Barbara Ridley (Deputy Head of School)</td>
</tr>
<tr>
<td>Head of Department/Programme Leader</td>
<td>Jimmy Stephen-Cran</td>
</tr>
<tr>
<td>Programme Contact</td>
<td>Jimmy Stephen-Cran</td>
</tr>
</tbody>
</table>

| Minimum Duration of Study        | 12 FT                                 |
| Maximum Duration of Study        | 12 FT                                 |
| Mode of Study                    | Full-time                             |
| Award to be Conferred            | Master of Design Fashion and Textiles |
| Exit Awards                      | Stage 1 – Postgraduate Certificate    |
|                                  | Stage 2 – Postgraduate Diploma        |
|                                  | Stage 3 – Master of Design            |
| Source of Funding                | SFC                                   |

<table>
<thead>
<tr>
<th>Version</th>
<th>Session</th>
<th>Date of Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>2015/16</td>
<td>11 Feb 2015 – Programme Approval</td>
</tr>
</tbody>
</table>

## 3. SCQF Level:

Level 11

## 3.1 Credits:

180

## 4. Awarding Institution:

University of Glasgow

## 5. Teaching Institutions:

The Glasgow School of Art

## 6. Lead School/Board of Studies:

School of Design

## 7. Programme Accredited By:

Not Applicable
8. Entry Qualifications

<table>
<thead>
<tr>
<th>8.1 Highers</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 A Levels</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>8.3 Other</td>
<td>Applicants will be considered for admissions who have achieved an educational level equivalent to an Honours degree. Normally applicants will be expected to have achieved a First Class or Upper Second Class Honours Degree in Textile Design (with a strong fashion bias) or Fashion Design. Consideration will also be given to candidates from other relevant backgrounds if they can demonstrate:</td>
</tr>
<tr>
<td></td>
<td>- An equivalent academic qualification</td>
</tr>
<tr>
<td></td>
<td>- Professional qualifications, equivalent to an Honours Degree</td>
</tr>
<tr>
<td></td>
<td>- A combination of professional qualifications and experiential learning.</td>
</tr>
<tr>
<td>8.4 IELTS Score Required on Entry</td>
<td>6.0 overall with no less than 5.5 in the components of Writing, Reading, Listening and Speaking.</td>
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9. Programme Scope:

The vibrancy of the City of Glasgow and the dynamic environment afforded by the School of Art provides the perfect backdrop to study Fashion and Textiles in Scotland.

The MDes in Fashion and Textiles at The Glasgow School of Art is an advanced skills postgraduate programme designed to meet the ambitions of motivated Fashion or Textile Graduates who wish to extend, develop and hone their individual 'design signature'.

The programme attracts and welcomes two different ‘types’ of Fashion Design Student each with a characteristically different approach.

One can broadly be described as ‘Textile (or surface) led’ with a design approach considered to be from the ‘Textile-outwards’. The other can broadly be described as ‘Silhouette (or shape) led’ with a design approach considered to be from the ‘Silhouette-inwards’.

Textile-led Fashion Designers are more concerned with the surface (print, embroidery, decoration) or structure (weave, knit) of the fabric in a garment and tend to think more in two dimensions when designing. Silhouette led designers are more concerned with the shape, cut, outline and construction of a garment and tend to think more in three dimensions when designing.
The programme consists of three stages. Stage 1 comprises of Studio Practice 1: Origination and Investigation (30 credits), Core Research Skills for Postgraduates (15 credits) and Design Theory (15 credits). Stage 2 comprises of Studio Practice 2: Experimentation and Progression (45 credits) and Elective (15 credits). Stage 3 consists of Studio Practice 3: Evaluation and Resolution (60 credits).

The Design Theory: Culture, Context and Contemporary Practice course intends to provide students with an introduction to contemporary design, design theory and debates. Lectures will be delivered by leading practitioners and researchers in the field, including a number of staff from across the School of Design. There will be a particular focus on how design is changing in terms of technological, cultural and aesthetic practices.

The Core Research Skills for Postgraduates and Elective courses are cross-school programmes that provide opportunities for interdisciplinary learning and working. This involves opportunities for students across all of the Schools of Fine Art, Design, Architecture and Digital Design to learn and explore together topics of mutual interest.

Core Research Skills in Stage 1 focuses on the acquisition and development of a range of core research skills relevant to disciplines. Stage 2 courses enable focus on particular areas of interest where research skills, acquired in Stage 1, will be of critical importance.

10. Programme Aims:

The programme aims to offer each student the opportunity to:

- Gain advanced skills and knowledge within a specialised Fashion/Textile context
- Challenge, analyse and interpret their individual design process and apply, present and communicate those finds in a purposeful and effective manner
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their individual Fashion/ Textile concerns
- Recognise, understand and develop their individual creative identity and locate an appropriate Fashion/Textile context for their skills
• Acquire the professional skills and qualities required for continued professional and personal development, including independent learning, self-direction, decision-making, initiative and personal responsibility.

10.1 Stage 1 Aims:

Stage 1 (PGCert)
Stage 1, Origination and Investigation, Core Research Skills, and Design Theory offers each student the opportunity to develop:

• an understanding of current Fashion/Textile contexts and historical perspectives associated with individual Fashion/Textile interests

• an understanding of and ability to communicate their individual design process

• an understanding of the conceptual and practical requirements associated with developing a Fashion/Textile Collection

• an awareness of their individual design handwriting and its potential for Fashion/Textile application

And to:

• provide students with a variety of core research tools that are equally useful across a range of fields of postgraduate study

• facilitate cross-disciplinary thought and practical connections, by bringing together students on different programmes of study

• enable students to conduct and manage their own self contained research projects

• interrogate the relationships between forms of research and modes of practice

• understanding and application of both the theory and contemporary practice of design

10.2 Stage 2 Aims:

Stage 2 (PGDip)
Stage 2, Experimentation and Progression, offers each student the opportunity to gain:

• individual approaches to two and three dimensional design skills appropriate for Fashion/Textile development and application

• a considered understanding of, and ability to present and communicate their individual design process

• insight and direction in relation to their individual Fashion/Textile interests
• knowledge of the conceptual and practical issues associated with designing a specialised Fashion/Textile Collection

• practiced professional skills including independent learning, self-direction, decision making, initiative and personal responsibility.

10.3 Stage 3 Aims:

Stage 3 (Masters)
Stage 3, Evaluation and Resolution, offers each student the opportunity to demonstrate:

• expert skills and knowledge within a specialised Fashion/Textile context

• a challenging analysis, interpretation and application of their individual design process, articulately presented and communicated

• objective judgements as well as a personal philosophy in relation to the issues raised by their Fashion/Textile interests

• recognition and understanding of their individual creative identity and an appropriate Fashion/Textile context for their ideas

• discerning professional skills and qualities required for continued professional and personal development including independent learning, self-direction, decision making, initiative and personal responsibility.

10.4 Stage 4 Aims:

Not Applicable

10.5 Stage 5 Aims:

Not Applicable

11. Intended Learning Outcomes of Programme:

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

• Demonstrate critical self-awareness which informs and shapes individual practice

• Position their creative identity and individual Fashion/Textile interests in the professional world

• Demonstrate detailed knowledge and understanding of conceptual, critical and practical processes associated with individual Fashion/Textile interests

• Plan and execute a project to include investigation, experimentation, evaluation; culminating in the resolution of a specialised Fashion/Textile collection

• Undertake and apply research into specialised skills, techniques, materials and practices which support the cohesive development of individual Design Practice
• Make objective judgements alongside a personal philosophy in relation to the issues raised by individual Fashion/Textile interests.

• Demonstrate an ability to present work to a professional standard through showing competence in applying specialist IT skills, practicing requisite skills in making technical calculations and communicating to an audience of different knowledge and/or expertise

• Exercise substantial autonomy, initiative and responsibility for own work, whilst also working in ways which draw on critical reflection of own and others thoughts. Demonstrate an evaluation and integration of this feedback into individual design practice

### 11.1 Intended Learning Outcomes of Stage 1 (Studio Practice 1, Core Research Skills and Design Theory)

On successful completion of the stage the student will be able to:

• Demonstrate knowledge of historical and contemporary contexts relating to individual Fashion/Textile interests

• Apply knowledge gained through investigation, research and analysis to individual design practice

• Manage and employ appropriate methods for scrutinising research and investigation

• Identify formulae and skills required of subject specific technical calculations

• Monitor and review own learning with guidance

• Research Fashion/Textile ideas pertinent to individual interests and creative identity

• Acquire advanced Fashion/Textile skills specific to individual design practice

• Seek a contextual position for individual Fashion/Textile interests

• Contribute to peer review, offering and receiving feedback

• Use a range of research resources and methods effectively

• Understand the principles underpinning research at postgraduate level

• Demonstrate understanding of the relationships between research and practice

• Organise and conduct research projects effectively

• Demonstrate understanding and knowledge of contemporary design theory and practice, and its relation to their work
• Discuss design, and the relationship of their chosen specialism to the broader field

### 11.2 Intended Learning Outcomes of Stage 2 (Studio Practice 2)

On successful completion of the stage the student will be able to demonstrate:

- An understanding of the defining characteristics associated with individual Fashion/Textile interests
- Apply knowledge gained through experimentation and progression of practice
- Develop and test various solutions to practical problems raised through experimentation
- Test formulae and develop requisite skills in making technical skills
- Direct own learning with moderate guidance

And will be able to:

- Explore and develop Fashion/Textile ideas pertinent to individual interests and creative identity
- Develop advanced Fashion/Textile skills specific to individual interests and creative identity
- Identify a contextual position for individual Fashion/Textile interests and creative identity
- Interact effectively within group critique; giving and receiving feedback

### 11.3 Intended Learning Outcomes of Stage 3 (Studio Practice 3)

On successful completion of the stage the student will be able to:

- Position their individual Fashion/Textile ideas in the professional world
- Integrate a range of information from primary and secondary sources to support the cohesive resolution of individual Design Practice
- Make objective judgements alongside a personal philosophy in relation to the issues raised by their Fashion/Textile concerns
- Apply appropriate and individual solutions to resolve practical problems
- Apply and practice requisite skills in making technical calculations
- Manage own learning with minimum guidance
And will be able to:

- Develop and resolve Fashion/Textile ideas pertinent to individual interests and creative identity
- Demonstrate advanced Fashion/Textile skills specific to individual interests and creative identity
- Evaluate and integrate role of group and interaction in individual practice

### 11.4 Intended Learning Outcomes of Stage 4

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Knowledge and Understanding</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Practice: Communication, Presentation, Working with Others</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 11.5 Intended Learning Outcomes of Stage 5

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Knowledge and Understanding</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Practice: Communication, Presentation, Working with Others</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 12. Assessment Methods:

#### Methods for Assessing/Evaluating Outcomes

*Formative* through one-to-one guidance, progress check, progress review and critique.

Ongoing work is evaluated regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Regular evaluation offers constructive and supportive review, gives advice on future direction and identifies areas of strength and weakness. Formative assessment prepares work for submission in the summative assessments, as well as a point where risk of failure can also be indicated.
N.B. Students are actively encouraged to engage in reflective and analytic scrutiny of self and work as part of their on-going learning

Summative through submission of written and practical work at the end of each stage and at the end of the year.

There are three summative assessment points throughout the programme, each representing an exit qualification (PG Cert, PG Dip, Master of Design). Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme.

13. Learning and Teaching Approaches:

A weekly programme of study will be issued to students at the outset of the programme in order that study time be planned and used effectively. Students will be required to attend all taught sessions and are also required to attend a recorded guidance and progress check appointment with the Studio Tutor on a regular basis, typically fortnightly.

Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

The principle teaching strategies employed are:

- **Self Directed Learning**
  In line with other taught postgraduate programmes at GSA, significant emphasis in the Fashion and Textiles programme is placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. This is further developed by the focus upon specialism, which emphasises autonomy, reflection upon personal learning and self directed project work within a collaborative environment.

- **Lectures and Seminars**
  Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical work. Lectures also have a broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self directed learning or research.

- **Technical workshops**
  Workshops are practical classes and can range from IT sessions in which students are introduced to specialist software, to pattern cutting and construction classes where students learn to prototype garment ideas.

- **Critiques**
  The critique is an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation. Students present work to their peers and tutors through appropriate visual and verbal means. The critique enables the development of key presentation skills, and encourages students to give constructive feedback regarding each other’s work. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions within a reflective discursive framework.
• Tutorials
The tutorial system is designed to provide academic support through individual appointments with staff. At these one-to-one appointments, individual projects and pieces of work are discussed. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.

• Guest Speakers
Input from guest speakers will enable Fashion and Textile students access to, and understanding of, relevant contemporary practice and theory, research and industry contexts.

• Assessment
Formative and summative assessment strategies are employed throughout the Fashion and Textiles programme. Formative and summative assessment feedback operates to guide students in developing and improving their work.

The following teaching and learning methods are also used throughout the programme:

• Directed study
• Group work
• Progress review
• Self evaluation /staff evaluation
• Work-in-progress presentations
• Formal presentation

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


15. **Additional Relevant Information:**
Support for International Students and Pastoral Care

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during term time.

The School also offers an orientation programme for all new international students allowing them to meet other international students and staff at the beginning of their studies.

Additional support for international students will be provided throughout the programme by a designated tutor, who will be available to students in this capacity. He/she will also be the designated pastoral tutor for all students on the programme. Students may contact him/her if they are experiencing problems of a personal nature or relating to general welfare which may be affecting their academic progress.

Enrichment of Learning Experience

Collaboration (and collaboration guidelines)

- Students on the programme may collaborate with undergraduates so long as the nature and the extent of the collaboration is negotiated and agreed by the undergraduates Head of Department and the F+T Programme Leader and the process of the collaboration is made explicit for assessment.

- Students on the programme may collaborate with fellow postgraduates (e.g. for styling/exhibition/marketing purposes) so long as the collaboration is made explicit for assessment and so long as each student’s contribution to the collaboration can be assessed in its own right (i.e. each contributing individual fulfils the full work requirements of the programme).

- Students on the programme may wish to source/employ manufactures/outworkers, again this must be made explicit for assessment and requires the authorisation of the Programme Leader.

Archives and Collections Centre (ACC)

The School has one of the largest and most important museum and archive collections of any UK art school and these provide an excellent study resource.

The institutional archive dates back to the School’s foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

Centre for Advanced Textiles (CAT)

Students on the programme have access to the Centre for Advanced Textiles (CAT).

The remit of CAT is to provide cutting edge facilities for textile design education, a research centre to investigate the aesthetic, technical and commercial opportunities presented by digital technology and a commercial service to industry and individuals in order to generate income.
Digital printing is ideal for small to medium scale production as there are no minimum runs and turn around is fast, creating exciting opportunities for customised design and niche marketing. Students wishing to use the CAT will be required to have a working knowledge of Photoshop or equivalent software.

16. Programme Structure and Features:

Study is organised by Stage, with each Stage comprising 60 Credits at Level 11 (Masters), achieved through courses weighted in multiples of 15 credits (e.g. 15, 30, 45 or 60). The M.Des Fashion and Textiles Stage 1 is comprised of 3 compulsory or core courses: Core Research Skills (15 credits); Design Theory (15 credits) and Studio 1 (30 credits). Upon achieving the Intended Learning Outcomes attached to each course the student receives the requisite number of credits.

### Stage 1 Credit Weighting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 1 (Core)</td>
<td>30 credits</td>
</tr>
<tr>
<td>Origination and Investigation</td>
<td></td>
</tr>
<tr>
<td>Core Research Skills (from a menu)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Design Theory: Culture, Context and Contemporary Practice</td>
<td>15 credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Postgraduate Certificate in Fashion and Textiles</td>
</tr>
</tbody>
</table>

### Stage 2 Credit Weighting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 2 (Core)</td>
<td>45 credits</td>
</tr>
<tr>
<td>Experimentation and Progression</td>
<td></td>
</tr>
<tr>
<td>Elective (from a menu)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Postgraduate Diploma in Fashion and Textiles</td>
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</tbody>
</table>

### Stage 3 Credit Weighting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Practice 3 (Core)</td>
<td>60 credits</td>
</tr>
<tr>
<td>Evaluation and Resolution</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Exit Award</td>
<td>Master of Design in Fashion and Textiles</td>
</tr>
</tbody>
</table>

17. Can exemptions be granted?
18. Does the programme comply with GSA APEL policy?

| Yes ☐ | No ✗ |

If yes, please explain: Consideration is given to candidates from educational backgrounds other than Fashion or Textiles if the applicant can demonstrate:

- An equivalent academic qualification
- Professional qualifications, equivalent to a Honours Degree
- Prior experiential learning
- A combination of professional qualifications and experiential learning

19. Are there any arrangements for granting advanced entry?

| Yes ☐ | No ✗ |

If yes, please explain: 2T

20. Are there any arrangements for allowing students to transfer into the programme?

| Yes ☐ | No ✗ |

If yes, please explain stating requirements and levels to where this can apply: 2T

21. Are there any arrangements for allowing students to transfer into other programmes?

| Yes ☐ | No ✗ |

If yes, please clarify: 2T

22. What are the requirements for progressing from each stage?

The M.Des Fashion and Textiles programme complies with GSA regulations.
http://www.gsa.ac.uk/about-gsa/our-structure/academic-services/student-regulations/

23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

| Yes ✗ | No ☐ |
24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

Programme Leader
- Responsible for determining the character and ensuring the overall quality assurance of the programme
- Ensuring progression from application to enrolment through to graduation
- Attending relevant meetings
- Organising the examination procedure
- Academic leadership of staff and students
- Management of resources – human/physical/financial
- Management and development of the curriculum including deployment of academic staff
- Health and safety

Programme Coordinator/ Tutor
- Responsible for all resources, communication and teaching matters relating to the delivery of the programme. Including timetables, admissions and liaising with technical support
- Monitoring student’s progress and attendance
- Teaching and assessment
- In collaboration with the Programme Leader, planning and implementing the curriculum

Studio Tutor
- Responsible for all resources, communication and teaching matters relating to the delivery of studio practice courses
- Monitoring student’s progress and attendance
- Teaching and assessment
- In collaboration with the Programme Leader, planning and implementing the curriculum

Pattern Cutting Tutor
- Responsible for all resources, communications and teaching matters relating to the delivery of pattern cutting and garment construction including liaising with technical support
- Monitoring students progress and attendance
- Teaching and assessment
- Planning and implementing the curriculum

The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the MDes programme will undertake the following:

- Regular Programme Team meetings
- Student/Staff Consultative Committee
25. Please explain the systems and arrangements regarding:

<table>
<thead>
<tr>
<th>a) Quality assurance of the management, operation and monitoring of the programme</th>
</tr>
</thead>
</table>
| Responsibility for the conduct of the programme will rest with the Programme Leader. A Student/Staff Consultative Committee will meet to consider operational matters, while the Examination Board will be responsible for the award of the degree and for issues relating to progression. All Committees connected to the programme will operate according to standard procedures determined by the Academic Council of The Glasgow School of Art.

The Student/Staff Consultative Committee will report to the Design School Undergraduate and Postgraduate Sub-Committee. This sub committee reports to the School of Design Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee.

The teaching team will be led by the Programme Leader. The Programme leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the MDes programme will undertake the following:

- Regular Programme Team Meetings.
- Student/Staff Consultative Committee
- Programme Monitoring and Annual Reporting
- Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

<table>
<thead>
<tr>
<th>b) Student feedback and representation</th>
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</thead>
</table>
| Student Staff Consultative Committee (SSCC), Quality Enhancement Questionnaires (QEQs), Postgraduate Taught Experience Survey (PTES) are the main ways of obtaining student feedback.

SSCC is a forum for discussion about all aspects of the programme and student experience at GSA. The SSCC will meet 3 times during the programme and will report to the School of Design Undergraduate and Postgraduate Sub-Committee.

QEQs are anonymous structured questionnaires issued to students to obtain feedback on the quality and delivery of the programme.

PTES is designed to be considered at an institutional level.

Feedback is also obtained via Focus Groups, individual and group tutorials, studio meetings and studio conversations.
c) Programme based student support

Students are supported in their studies by a number of different departments and support mechanisms.

For academic studies, course tutors are the main source of academic support. Students will be aware of with whom and when they can expect contact. Should there be any matters that cannot be dealt with by them students should consult the Programme Leader. Additional support for studies is through the Library and Computer Centre where students will find books, journals, DVDs, videos, slides, theses and dissertations. Further information can be found at: http://www.gsa.ac.uk/library

The Virtual Learning Environment (Blackboard) or VLE also supports academic studies. There are Learning Support and Development Tutors who specialise in supporting the processes of learning and offer specific services to students who are disabled in the learning environment or have specific learning difficulties.

In anticipation of the learning and teaching support needs of a cohort which may include ESL students and, dyslexic students, the programme will ensure a clear understanding of the teaching and learning experience. Briefs will be dyslexia-friendly and use plain language.

Reading lists and websites will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students to assist them manage their studio and independent study time effectively.

There is careers advice for students on creative careers, enterprise and career planning throughout their studies. The Counselling Service provides confidential professional advice and is available to all students. The Student Welfare Service offers practical advice and information on a range of issues including funding and private sector accommodation and provides advice and support to international students. Email addresses and further information for all student Support Services are to be found on the VLE. The Student Association acts as both a formal and informal focus for student activity and mutual support. They can be contacted at http://www.gsasa.org