THE GLASGOW SCHOOL OF ART	**Programme Specification**

1. Programmes:

Programme Title	BSc (Hons) Immersive Systems Design
Head of School	**Paul Chapman (Acting Head of School)**
Head of Department/Programme Leader	**Daniel Livingstone**
Programme Contact	**Daniel Livingstone**

Minimum Duration of Study	**48**
Maximum Duration of Study	**72**
Mode of Study	**Full-time**
Award to be Conferred	**BSc (Hons)**
Exit Awards	**Stage 1 - Cert HE Immersive Systems Design** **Stage 2 - Dip HE Immersive Systems Design** **Stage 3 –BSc Immersive Systems Design** **Stage 4 - BSc Immersive Systems Design**
Source of Funding	**Seeking SFC funding. Alternative funding via sponsorships & direct fees**

2. Academic Session:
2018-19

3. SCQF Level:
Level 10

3.1 Credits:
480

4. Awarding Institution:
Glasgow University

5. Teaching Institutions:
The Glasgow School of Art
6. Lead School/Board of Studies:
School of Simulation and Visualisation

7. Programme Accredited By:
None

Date of Policy Production/Revision	March 2016

8. Entry Qualifications	
8.1 Highers	**4 Highers ABBB (1 sitting), AABB (2 sittings)** **Preferably including Computer Science or Maths**
8.2 A Levels	**3 A-Levels, ABB, should include Maths**
8.3 Other	**International Baccalaureate 30+ points**
8.4 IELTS Score Required on Entry	IELTS with an overall score of 6, minimum 5.5 in each element.

9. Programme Scope:

BSc Immersive Systems Design, with pathways in:

- 3D Modelling
- Smart Technology
- User Experience
- Games & Virtual Reality

As the Internet of things advances, the very notion of a clear dividing line between reality and virtual reality becomes blurred, sometimes in creative ways. Geoff Mulgan, NESTA (Huffington Post, 28/1/13)
"*That 'Useless' Liberal Arts Degree has become Tech's Hottest Ticket*' (Forbes, 29/7/15)

This programme will provide graduates with a highly relevant skill set in practical software and immersive systems (Virtual Reality) development, an understanding of how people and technology interact, combined with the creative insight essential to help create the future in immersive systems. This is a technology focussed degree with a strong art-school foundation, combining rigorous taught components with studio based learning and critical thinking.

Visualisation and Virtual Reality has been an area of excellence for the DDS since its formation almost 20 years ago, and is an area that is now seeing a surge of rapid development and adoption worldwide. With the entertainment market driving costs down, new opportunities are emerging for VR in broadcast and entertainment, medical, engineering and other domains, with major investments from companies as varied as Sky Broadcasting, Sony, Facebook, Amazon and Microsoft. Students can expect to benefit from the DDS' continued research and commercial work (in e.g. archaeology and medical sectors) and relationships with major broadcasters, VR developers and private and public sector clients. Through the programme students will gain an understanding of major issues around core and specialist topics in Immersive Systems alongside practical skills for creating engaging and immersive interactive experiences.

The BSc in Immersive Systems Design will provide students with a foundation in theory and practical understanding of the methods, tools and techniques required to conceive, design and evaluate new

interactive and immersive systems for traditional and mobile platforms.

Specialist pathways will allow students to focus on specific areas of interest in Immersive Systems development – 3D modelling, user experience, games and, for those with an interest in the interaction of Immersive and ubiquitous and smart systems, smart technology.

The Immersive Systems Design degree is set firmly within the computing domain, informed by the computing disciplines of Software Engineering and Information Technology (QAA Computing Subject Benchmark Statement, Sections 2.11, 2.12, 2.14). Accordingly, students in all specialisms will study

- problem definition, specification (including formal specification), design, implementation (including debugging) and maintenance, software testing, change management and documentation (2.11)
- the selection and application of software and hardware (2.12)
- integration of components to provide solutions in a variety of application domains (2.12)
- ethical and professional issues around risk and cybersecurity (2.12)

All students will also gain an overall understanding in the four specialisms offered by the programme – 3D Modelling, User Experience, Smart Technology and Games– before specialising in the final years of study. All students will also benefit from the opportunity to work collaboratively with students in the other specialisms, working in teams on real-world briefs. They will have opportunities to work with students on other programmes through shared courses and/or through collaborations on cross-school studio projects.

User Experience (UX) is sometimes seen as a specialism within computing – yet this has been the cornerstone for bringing computers out of the science labs and into everyday life. Imagining new and different uses of digital technology, and then working out how to make it usable is as fundamental to the development of digital technologies as the 1s and 0s of binary arithmetic. As the physical keyboard and mouse interfaces are slowly supplanted by touch, gesture and voice, new possibilities, new solutions and new problems will continue to drive the need for User Experience specialists who can blend rigour and vision. In Immersive Systems, there is an even greater than usual need for UX specialists – where e.g. Head Mounted Display (HMD) devices enclose the users field of view, consideration of how the user can interact safely and effectively with a virtual world may mean abandoning long held norms and standard computing metaphors.

Games are a leading application of Immersive Systems technology, and have been the main driver of advances in Virtual Reality technology in recent years. In the years since the turn of the century, Digital games have also been increasingly recognised for their academic depth, with significant scholarly activity in digital games focussing not only on the technological aspects, but on the social, psychological and educational issues. Across the UK a wide variety of Games degrees have emerged, though this is perhaps the first degree that places Games as a specialism within a wider Immersive Systems context. Students will gain experience in a wide range of practical skills relating to game development, along with significant amounts of studio time to dedicate to developing their own projects.

Smart technologies are all about small devices and gadgets that fit into your everyday lifestyle to make a big difference in ways you may never have imagined - it's sometimes called the Internet of Things. With the current wave of Smart devices and our increasingly connected world, there has never been a better time to explore the world of Smart Tech. Through Augmented Reality (c.f. Microsoft Hololens), smart technologies increasingly live at the interface between the virtual and physical worlds – part of a rapidly developing space for technological and social innovation.

3D Modelling is a core discipline for the development of content for Immersive Systems. Here, as a specialism within the Immersive Systems degree, students specialise in 3D modelling while gaining a broader range of technical skills. Technical artists combine knowledge of how software and hardware digital systems function with modelling and animation skills, and are highly valued team members on many Immersive Systems projects, due to their strong understanding of technical issues, problems and solutions related to real-time rendering and application development. An understanding of user experience and user evaluation further enriches and augments students abilities in modelling and design for specific activities.

The degree will follow a 'T' shape structure, with a common structure in the first two years of the degree, finishing with degree and honours years in which students increasingly specialise in their chosen pathway. In these final years, the course structure is still shared across the pathways, but the projects within studio will allow students to focus on their chosen specialism.

In the final year, a BSc dissertation provides an opportunity to engage in significant independent work with a focus on research & development in a science and technology context.

Across all years, there is an emphasis on Studio and problem based learning – driving learning through a series of projects with real world problems and situations, to provide an authentic context for, and engaging students in, learning (see: The Challenge Driven University Mulgan, et al., NESTA, 2016).

10. Programme Aims:

The aims of the programme are:

- To provide a sound education and broad basis for a career in user experience design, 3D modelling, digital games, application development, smart technologies, or related areas of computing
- To develop graduates with critical, analytical and problem-based learning skills
- To provide an understanding of the professional standards and terminology of computing and related professions
- To develop graduates with general transferable skills, including communication and interpersonal skills, and the skills for autonomous practice and team-working
- To develop graduates with rich problem solving capabilities with a strong set technical knowledge, understanding and skills to allow them to propose, design and develop technical solutions, building on a basic knowledge of core topics in computing and software development
- To provide students with the knowledge and skills to design and develop 3D immersive applications utilising a range of software tools and hardware devices
- To provide all students a theoretical and practical grounding in the specialist areas of Smart Technology (including 'Internet of Things', wearable computing, smart environments), User Experience (including Human Computer Interaction and relevant aspects of psychology), 3D Modelling and digital Games
- To develop graduates with deeper knowledge and advanced skills in one of the four specialist pathways – Smart Technology, User Experience, 3D Modelling or Games

10.1 Stage 1 Aims:

To introduce fundamental topics in computing concepts and provide a grounding in practical computing software development, 3D content development and hardware interaction, with a grounding in the four specialist pathways.

10.2 Stage 2 Aims:

To develop the knowledge and skill base gained in Stage 1 to provide a deeper understanding and greater practical expertise in the development of software and hardware solutions for solving problems of increasing complexity.
To further develop knowledge and skills for 3D content development.
Develop knowledge and skills relating requirements gathering and use in subsequent solution design.
To develop interpersonal skills for group work and collaboration, and skills for working autonomously.

10.3 Stage 3 Aims:

To develop knowledge and understanding of advanced topics in user experience and content development for immersive systems.
To develop practical experience in the development of 3D immersive systems utilising advanced features and technologies (e.g. networking and online).
To develop specialist knowledge, skills and practice in a chosen pathway specialism
To develop knowledge and critical awareness of professional issues in immersive systems design

10.4 Stage 4 Aims:

To complete a substantial self-directed research project, relevant to chosen pathway, under supervision
To gain a critical understanding of the role of digital technology in society, and its social and economic impact.
To develop advanced specialist knowledge, skills and practice in chosen pathway and in advanced aspects of Immersive Systems, such as Artificial Intelligence and procedural content generation, and applications of these relevant to the chosen programme pathway

10.5 Stage 5 Aims:

N/A

11. Intended Learning Outcomes of Programme:

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

Demonstrate attainment of the learning outcomes indicated below (11.1-11.4)

11.1 Intended Learning Outcomes of Stage 1

By the end of stage 1 students will be able to:

Knowledge and Understanding

- Demonstrate and apply basic mathematics and physics concepts in the development of immersive systems
- Demonstrate, through practice, knowledge of the main theories, concepts and principles of immersive systems
- Demonstrate a broad understanding of user experience for interactive systems

Practice: Applied Knowledge and Understanding

- Demonstrate an understanding of the fundamentals of digital systems, and develop simple physical computing solutions (using e.g. Raspberry Pi or Arduino)
- Demonstrate an ability to design and develop small applications utilising basic structured and object-oriented programming techniques
- Demonstrate ability to design and develop simple interactive 3D experiences using a 3D game engine (e.g. Blender Game Engine, Unreal, Unity3D, etc)
- Demonstrate ability to create basic 3D models and related content using appropriate modelling tools
- Use appropriate software tools to design and develop simple 3D interactive and non-interactive visualisations
- Undertake a user requirements gathering exercise
- Create simple integrated systems using physical computing as input mechanism

Generic Cognitive Skills

- Evaluate and present arguments, information and ideas routine to immersive systems
- Use a range of problem solving approaches to address defined issues with a familiar contexts

Communication, ICT and Numeracy

- Communicate ideas, information and work using visual, oral and written forms
- Use ICT to convey complex ideas in a well-structured and coherent form to peers and staff

Autonomy, Accountability and Working with Others

- Exercise some autonomy, initiative and independence in carrying out set project briefs

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- Demonstrate knowledge of intermediate programming techniques, data structures, abstract data types and design patterns
- Demonstrate through practice specialist knowledge embedded of the main theories, concepts and principles of immersive systems design
- Demonstrate understanding of user experience issues

Practice: Applied Knowledge and Understanding

- Demonstrate an ability to develop more complex interactive experiences using a 3D game engine
- Demonstrate ability to apply intermediate 3D modelling skills and a deeper understanding in 3D modelling applications
- Demonstrate an ability to design an immersive system according to user requirements
- Develop and demonstrate ability to conceptualise 3D interactive visualisations within

accepted standards
- Gather user requirements and utilise these in the design of solutions to professional level problems in immersive systems development

Generic Cognitive Skills
- Demonstrate an ability to assess and evaluate the usability of immersive systems
- Undertake a critical analysis, evaluation and synthesis of ideas, concepts, information and issues common to the design of immersive systems
- Use tools and devices in the design of smart technologies using fundamental and advanced design methodologies and practices

Communication, ICT and Numeracy
- Evaluate and present complex arguments, information and ideas routine to immersive system related disciplines to a range of audiences and purposes
- Communicate complex ideas, information and work comprehensibly in visual, oral and written forms
- Convey routine and complex ideas in a well -structured and coherent form to peers and staff

Autonomy, Accountability and Working with Others
- Exercise autonomy, initiative and independence in carrying out set project briefs
- Practise Immersive Systems development in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding
- Demonstrate through practice specialist and up-to-date knowledge embedded in the main theories, concepts and principles of immersion and interactive experiential systems
- Demonstrate knowledge of software architectures related to immersive systems
- Demonstrate knowledge of appropriate methods and metrics to validate the user experience in the context of immersive systems development
- Demonstrate a critical knowledge and understanding of a range of professional and ethical issues in computing and immersive systems
- Demonstrate an understanding of the design and principles of interactive audio-visual experiences and environments

Practice: Applied Knowledge and Understanding
- Create immersive systems using advanced features of 3D game engines involving a wider set of technologies
- Apply a range of techniques for the development of animated content
- Demonstrate an ability to develop online solutions for immersive systems
- Apply knowledge, skills and understanding in 3D interactive visualisations and user-based adaptation within professional level contexts
- Gather user data from immersive systems development for enquiry and/or research
- Conceptualise interactivity for immersive experiential outputs using a few skills and techniques that are specialised and/or advanced
- Practice routine methods of enquiry in the design of smart technologies
- Apply knowledge to the conceptual development of an interactive AV experience or environment
- Deploy current software and hardware tools to implement an interactive AV experiences or

environments

Generic Cognitive Skills

- Identify and analyse routine professional problems and issues around ethics and professional practice

Communication, ICT and Numeracy

- Present and convey, formally and informally, an immersive system project to a range of audiences
- Present formally and informally their own experience and portfolio in forms suitable to discipline, to a range of audiences, using a range of ICT applications to support and enhance this work
- Present, formally, interactive AV work to an informed audience

Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in developing complex immersive systems (e.g. planning, organisation, management, communication)
- Present and convey formally and informally complex ideas, information and work comprehensibly in visual, oral and written forms
- Use a range of ICT applications to support and enhance the management and development of creative immersive systems
- Interpret, use and evaluate numerical and graphical data to assess and formulate technological solutions for specified domain applications

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- Demonstrate knowledge and understanding of the ways in which the Immersive Systems discipline is developed (in professional and/or academic settings)
- Demonstrate a critical understanding of the principal theories, concepts and principles of Immersive Systems
- Demonstrate knowledge that integrates most of the principal main theories, concepts and principles of immersive systems with respect to the chosen pathway
- Demonstrate a detailed knowledge and understanding of the chosen specialism
- Knowledge and understanding of the ways in which the chosen specialism is developed and evolving
- Demonstrate an ability to exercise autonomy and initiative in planning and undertaking a substantial piece of individual work relevant to chosen specialist pathway

Practice: Applied Knowledge and Understanding

- Apply knowledge, skills and understanding in using some of the advanced techniques, practices and tools at the forefront of the chosen specialism
- Apply knowledge, skills and understanding in conducting a focused research investigation
- Apply knowledge and understanding at the forefront of their chosen pathway specialism in the development of immersive systems
- Apply knowledge, skills and understanding in executing a defined project in immersive systems within professional level contexts
- Apply knowledge, skills and understanding in the execution of a self-defined project involving research, development and/or investigation

Generic Cognitive Skills

- Critically review and consolidate own knowledge, skills, practices and thinking in the Immersive Systems discipline and in a chosen specialism
- Demonstrate some originality and creativity in cross-pollinating technical and conceptual

knowledge/practice in a studio environment

- Critically identify, define, conceptualise and analyse skills and techniques that are specialised in the student's chosen pathway
- To practice routine methods of enquiry in the design of smart technologies in line with the student's chosen pathway

Communication, ICT and Numeracy

- Communicate with peers and specialists on a professional level
- Present and convey formally and informally complex ideas, information and work comprehensibly in visual, oral and written forms.
- Use a range of ICT applications to support and enhance the management and development of creative immersive systems
- Present a dissertation, together with implemented software or other materials, and appropriate documentation, in a suitable academic format

Autonomy, Accountability and Working with Others

- Exercise autonomy and initiative in developing complex immersive systems (e.g. planning, organisation, management, communication)
- Exercise significant managerial responsibility for the work of peers and studio resources.
- Practice in ways that show awareness of own and others' roles and responsibilities (i.e. collaborative work, peer-mentoring)

11.5 Intended Learning Outcomes of Stage 5

N/A

12. Assessment Methods:

Formative and summative assessment strategies are employed through the programme. Formative and summative assessment feedback operates to guide students in improving their work, including interpersonal skills, formal presentation abilities, professional practice and academic writing and research.

Students will normally be assessed on the submission and presentation of practical work set and on written work and verbal presentations. Each course will be examined against its specific Learning Outcomes as outlined in the curriculum section of the course document.

Summative assessments will principally comprise of project work, individual and group-based, and a range of written work. This written work will comprise of essays, reflective documents, log-books and role analyses/evaluations and a final dissertation.

In years 1 and 2 students will work primarily to provided briefs in the studio course. Year 3 will mix set and student-led briefs, while in year 4 in studio students will also create a range of work wholly according to self-directed student led goals. Studio 4 will include an extended piece of independent work to form the core of the student's practical portfolio of work. This work may be collaborative in nature, but each student in a collaboration must contribute in an individually attributable manner. Such collaborations might see students from different specialisms working together to complete a larger project than would be feasible working individually, and is intended to recreate an authentic digital studio experience.

13. Learning and Teaching Approaches:

Students will be expected to take increasing responsibility for the management of their learning over the duration of the programme, with emphasis will be placed on developing and achieving self-reliance over the four years.

Courses and projects will be undertaken by directed and self-directed study, and will involve lectures, labs, tutorials, workshops, practical sessions, guest lectures, and independent research.

• Self-directed Learning and Research
As students progress through the degree, increasing emphasis in the 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 pathway specialism, which emphasises autonomy, reflection upon personal learning and self-directed project work (especially in the final honours project) within a collaborative environment.

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

• Labs, Tutorials, Workshops, and Practical sessions
Labs, workshops and practicals provide students with hands-on experience in lab sessions. These

sessions usually follow or relate to lectures, and take place in computer laboratories as practical classes. Lecturers/Demonstrators will be on-hand during the sessions to help students and answer their questions. Tutorials vary between individual student-tutor tutorials, group tutorials and workshops. These provide opportunities for scaffolded problem solving and discussion, and for broader discussion of the programme themes and topics.

• Guest Speakers
Input from visiting lecturers and guest speakers will enable visualisation students access to, and understanding of, relevant contemporary practice, research and commercial contexts.

• GameJams/Hackathons
A Hackathon or GameJam is an event in which computer programmers and other developers collaborate intensively on a project to a set brief or theme intensively for a set period of time (e.g. 24 or 48 hours).
Supervised GameJams/Hackathons provide Immersive Systems students with thematic technology focussed exercises where students work in groups to engage intensively in game or interactive technology development.

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

QAA Subject Benchmark Statements for Computing (2016)
http://www.qaa.ac.uk/en/Publications/Documents/SBS-Computing-16.pdf

British Computer Society Guidelines for programmes:
http://www.bcs.org/category/7066

The ACM IT 2008 Computing Curricula for Information Technology has also helped inform elements of the programme development:
http://www.acm.org//education/curricula/IT2008%20Curriculum.pdf

15. Additional Relevant Information:

Click here to enter text.

16. Programme Structure and Features:

Students take 120 credits of classes in each year, divided between taught courses and studio.

In the first two years, 100 credits are defined in the program, and the final 20 credits are from cross-school electives and/or other elective courses focussing on critical studies topics (e.g. courses currently taught by the Design History & Theory within the School of Design).

In year three, 110 credits are defined in the program, with 10 credits from external courses.
These external courses focus on critical theory in context, and promote critical inquiry – and are

delivered with domain specific context, related to the programme itself.
In the final year, BSc students undertake a BSc Dissertation, where BA students can complete a dissertation under a critical studies approach or complete an extended critical journal.

The FoCI critical studies course portfolio and the course titles and teaching arrangements are currently under review, and may be replaced with equivalent cross-school and/or critical studies courses as these are developed.

Stage	Course	Level	Credits
	Year 1		
1	Immersive Systems 1	7	40
1	Studio 1	7	60
1	Critical studies/cross school electives	7	2 x 10
	Year 2		
2	Immersive Systems 2	8	40
2	Studio 2	8	60
2	Critical studies electives	8	2 x 10
	Year 3		
3	Immersive Systems 3	9	40
3	Studio 3	9	60
3	Critical studies – Ethical & Professional Issues	9	10
3	Critical studies elective	9	10
	Year 4		
4	BSc Dissertation	10	40
4	Immersive Systems 4	10	40
4	Studio 4 (Dissertation)	10	40

17. Can exemptions be granted?

Yes ☐ **No** ☒

Date of Policy Production/Revision	March 2016

If yes, please explain:
Click here to enter text.

18. Does the programme comply with GSA APEL policy?
Yes ☒ **No** ☐
If no, please explain:
Click here to enter text.

19. Are there any arrangements for granting advanced entry?
Yes ☐ **No** ☒
If yes, please explain:
Formal arrangements to be developed after programme approval.

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:
Formal arrangements to be developed after programme approval.

21. Are there any arrangements for allowing students to transfer into other programmes?
Yes ☐ **No** ☒
If yes, please clarify:
Click here to enter text.

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

Students must meet the GSA undergraduate requirements for progression, as detailed in the Code of Assessment and the GSA section of the Glasgow University Academic Calendar.

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

Yes ☒ **No** ☐

If no, please explain:

Click here to enter text.

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The programme is managed by a Programme Leader (PL) who is responsible for academic standards and direction, handles programme logistics, admissions, timetabling, day-to-day issues around implementation and operation of the curriculum, and leads the Programme Team. The PL is supported by tutors, lecturers, admin staff and researchers from the Digital Design Studio.

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

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 DDS Board of Studies, which reports to the GSA Undergraduate and Postgraduate Committee.

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 programme team will undertake the following:

- regular programme team meetings
- Student/Staff Consultative Committee
- Annual Programme Monitoring

- Quinquennial Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

b) Student feedback and representation

Students will have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The SSCC will meet during each Stage of the Programme and will report to the Digital Design Studio's Board of Studies.

Student feedback questionnaires will also be used internally to gain feedback on the learning and teaching environment and experience, and to drive improvement.

Students will also participate in the National Student Survey.

c) Programme based student support

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

For academic studies, course leaders are the primary source of academic support. 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 DDS specialised computer studios, GSA Library and Computer Centre where students will find books, journals, DVDs, videos, theses and dissertations. Further information can be found at http://www.gsa.ac.uk/library

Through an induction process, students receive an introduction to key GSA policies and procedures and will be given a GSA email account. This will be used for all electronic communication with them while they are on the programme.

The Virtual Learning Environment (VLE) also supports academic studies.

The course team will ensure that briefs are handed out in a dyslexia-friendly format and use plain language. Academic and support staff contact time will be made explicit to students. Students will be aware of with whom and when they can contact in student services and within the academic team should they require assistance with academic coursework.
Students with individual requirements will be supported in the submission of work in alternative formats or other reasonable adjustments.
Reading lists and websites for each course will be identified to encourage students to use their independent study time effectively.
Aims and learning outcomes of the brief will be made clear and relate directly to those of the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims and learning outcomes.
Briefs will include a suggested timetable for students to assist them manage their studio and independent study.

For non-academic issues requiring support, staff may refer students to other sources for support across the GSA and externally. There are Learning Support & 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. There is English Language support for students whose first language is not English and 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

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