THE GLASGOW SCHOOL OF ART	**Programme Specification**

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
International Foundation (Art and Design)	WW12	INTFOUND1

Head of School	Professor Alistair Payne
Head of Department/Programme Leader	Conor Kelly
Programme Contact	Conor Kelly (c.kelly@gsa.ac.uk)

Minimum Duration of Study *(in months)*	12
Maximum Duration of Study *(in months)*	24
Mode of Study	Full-time
Award to be Conferred	Cert HE Art & Design
Exit Awards	Certificate of Higher Education
Source of Funding *(e.g. SFC, etc)*	Programme is self-funding based on international tuition fees. No SFC-funded places are required.

Version	Session	Date of Approval
3.0	2019/20	

3. SCQF Level:
7

3.1 Credits:
120

4. Awarding Institution:
The Glasgow School of Art (validated by the University of Glasgow)

5. Teaching Institutions
The Glasgow School of Art

6. Lead School/Board of Studies:

7. Programme Accredited By:

Click here to enter text.

8. Entry Qualifications	
8.1 Highers	Click here to enter text.
8.2 A Levels	Click here to enter text.
8.3 Other	Students will be expected to have passed a year 12 equivalent High School leaving qualification. Portfolio: 15 images, a minimum of 5 of which we recommend to be either observational drawing or sketchbooks. In a small additional statement students will be asked to describe their interest within Art and Design. Scoring: Scoring will be based on evidence of interest, aptitude and appropriate level of skill.
8.4 IELTS Score Required on Entry	Overall IELTS of 5.0 or better (with no score lower than 5.0 in any individual component).

9. Programme Scope:

The International Foundation Programme (IFP) is a single academic session (1 academic year) programme which prepares students for entry to undergraduate study in Higher Education Institutions offering undergraduate Art, Design and Architecture programmes at Year 1 or 2. This includes all of the undergraduate degree programmes offered at the Glasgow School of Art apart from those delivered jointly with University of Glasgow. All courses on the IFP are at SCQF Level 7, so the programme is designed to prepare students to progress into Year 2 (SCQF Level 8) or equivalent in most subject areas.

The IFP delivers a studio-based introduction to Art & Design that offers both diagnostic and specialist content, depending on student requirements. This is offered primarily through the *Foundation Studio: Art and Design* course. Due to the diverse learning needs of the student cohort, the IFP offers two pathways: International students that arrive with an IELTS below 6.0 will study *Foundation Skills: English*, an English-language course aligned with their studio work. Students arriving with an IELTS score at 6.0 or above and do not require further language support through the *English* course, will participate in *Foundation Studio: Art and Design (Extended Studio)*, an additional 20 credit stream which mirrors the *Foundation Skills: English* course's focus

on critical thinking skills and developing linguistic and contextual knowledge appropriate to the subject area. All teaching within the IFP programme is based in dedicated studio space ensuring that the international students become immersed in the learning environment and associated teaching and learning methods of studio-based programmes. Studio projects offer further support by exploring the cultural contexts of the GSA and Glasgow.

All IFP students participate in the interdisciplinary courses, *Co-Lab 1* and *Co-Lab 2*, which involves all Year 1 students studying in Mackintosh School of Architecture (MSA), the School of Design (SofD), the School of Fine Art (SoFA), the Innovation School and the School of Simulation and Visualisation (SimVis). This arrangement allows Foundation students to integrate with fellow students studying in the GSA UG programmes and experience a critical aspect of the Year 1 GSA student experience.

The diagram below illustrates the two pathways:

IFP *with* English *IELTS below 6.0 or additional English language support required*			
Foundation Studio: Art & Design (60 credits)	**Foundation Skills: English** (20 credits)	**Co-Lab 1** (20 credits)	**Co-Lab 2** (20 credits)
IFP *without* English *IELTS at 6.0 or above; no additional English language support required*			
Foundation Studio: Art & Design (Extended Studio) (80 credits)		**Co-Lab 1** (20 credits)	**Co-Lab 2** (20 credits)

10. Programme Aims:
The International Foundation Programme (IFP) aims to introduce international students to appropriate models of teaching and learning within creative practices in preparation for further study in undergraduate Art and Design degree programmes in the United Kingdom and the GSA in particular. The programme aims are as follows: • To provide a broad-based introduction to the study of Art and Design studio-based practices and specialist areas of disciplinary study.   • To provide students with the knowledge, skills and confidence to undertake further study in their chosen specialism.   • To develop language skills and an understanding of the cultural contexts required to communicate effectively within an English-speaking studio-based learning environment.   • To encourage students to take responsibility for their own creative practices through a self-reflective process and to self-manage a programme of study.   • To introduce students to a broad range of conceptual and technical skills through studio-based work.

• To provide students the opportunity to collaborate across disciplines whilst developing their own work in the context of specialist study
10.1 Stage 1 Aims:
This is a one year programme and therefore 'stages' do not apply.
10.2 Stage 2 Aims:
N/A
10.3 Stage 3 Aims:
N/A
10.4 Stage 4 Aims:
N/A
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: 1. Begin to apply some research and information gathering methods, including collation, exploration, and interpretation that inform Art and Design discourse. 2. Develop and evidence work in response to briefs and assignments through a self-reflective creative process of researching, developing, resolving and presenting while using a range of materials, processes and fundamental skills in 2 and 3 dimensions. 3. Demonstrate an understanding of historical and critical practice, and explain some of the typical characteristics and critical developments of the fields of Art and Design 4. Apply the critical language and communication skills appropriate to the study of Art and Design in preparation for specialist study. 5. Work constructively in the studio environment by actively participating in collaborative activities, exercising some initiative within the context of directed and independent learning and demonstrating time management skills.

11.1 Intended Learning Outcomes of Stage 1
Please see Q11. The Learning Outcomes for Stage 1 are the same as the Programme Learning Outcomes as this is a one year programme.
11.2 Intended Learning Outcomes of Stage 2
N/A

11.3 Intended Learning Outcomes of Stage 3
N/A

11.4 Intended Learning Outcomes of Stage 4
N/A

11.5 Intended Learning Outcomes of Stage 5
N/A

12. Assessment Methods:

Formative Assessment

Formative Assessment gives students guidance and feedback on their progress and level of attainment in relation to intended Learning Outcomes. Formative assessment offers constructive and supportive review of ongoing performance and are held at the end of Semester 1 and halfway through Semester 2 and students receive feedback supported by a one to one tutorial.

Summative Assessment

Summative Assessment determines progress and level of attainment in relation to the Intended Learning Outcomes. It is an assessment that is held at the end of Semester 2 and determines whether a student passes the Programme. It provides the student with guidance and critical feedback. The Certificate of Higher Education will be awarded as Pass or Fail.

Arrangements for Formative and Summative Assessment include:

Submission of Work	Two or more staff review students work in relation to the Intended learning outcomes and provide critical feedback and grades where necessary.
Group Crit/Review	The presentation of works-in-progress or completed projects to fellow students and staff.
Progress Review	Written critical feedback completed by staff following formative assessment.
Tutorial	A critical discussion to provide reflective feedback about work in progress. This takes place on a one-to-one basis with staff or in a group.
Self-Evaluation	Completed by students prior to assessment providing an opportunity to reflect on their work and progress.
Cause for Concern	Issued when a student is not meeting work requirements or attending timetabled sessions. GSA Registry will be notified if issues or concerns are not rectified within a stated period of time.
Record of Assessment	Written feedback completed by staff at formative and summative assessment points.

Grading Scheme

The Assessment scheme for the Programme will be governed by the principles of the Glasgow School of Art's Code of Assessment. The standard achieved by a candidate in summative assessment shall be judged in terms of her/his attainment of the Intended Learning Outcomes and associated assessment criteria. Judgements shall be expressed in terms of the primary grades and secondary bands set out in Schedule A of the Code of Assessment.

Candidates will be required to achieve a minimum of Grade D in *Foundation Studio* (60-80 credits), *Co-Lab 1* (20 credits) and *Co-Lab 2* (20 credits) elements in order to be eligible to receive the award of the Certificate in Higher Education.

Candidates enrolled in *Foundation Skills: English* will be required to achieve a minimum of upper B2 level of the Common European Framework Reference (CEFR), equivalent to IELTS 6.0 in order to pass the course.

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13. Learning and Teaching Approaches:

Learning and Teaching Overview

The *Foundation Studio: Art & Design* component is taught in English by a small teaching team and is supported by regular input from other subject-specialist academics from the Glasgow School of Art. It prepares students to enter Year 2 of their chosen degree programme, and offers a wide range of expertise and experience. Throughout the programme, students are encouraged to respond to critical feedback designed to enable their own decision-making and personal positions in relation to specialism within the creative practices.

Foundation Skills: English is delivered by qualified English Language teachers. They provide an English language syllabus consisting of English within the academic contexts of the programme subject disciplines, and more general social and cultural English and IELTS-type training, designed to facilitate progression to upper B2 level of CEFR by the end of the programme.

Co-Lab 1 and *Co-Lab 2* engage students through collaborative learning in studio, bringing together students from across the disciplinary specialisms to encounter alternate ways of being, seeing, thinking and making.

A range of learning and teaching strategies, designed to stimulate, challenge and support students as they progress through the programme, is outlined in the following sections.

1 Studio
The studio is central to the International Foundation Programme. It is a place of production and reflection, as well as being the main location for individual and group learning, display, discussion, analysis and assessment. The academic and social ethos of the studio is intended to encourage and actively support group learning as well as support the integration of language and theoretical studies alongside developing and making work. Where language support is required, the learning in studio is supported by *Foundation Skills: English* and clear communication and presentation skills are honed in this practice-based environment.

2 Group Crit
The Group Crit is an opportunity to receive group critical feedback. It is an opportunity to reflect on works-in-progress or completed projects and receive verbal responses from staff and students. The Group Crit enables students to receive feedback from peers in response to projects made in studio. The Crit acts as the most visible point of critical feedback and encourages students to talk about their work in a critical way and to listen to feedback in a reflective manner

3 Tutorials and Seminars
The tutorial and seminars are used in a variety of ways through *Foundation Studio*, *Foundation Skills: English*, *Co-Lab 1* and *Co-Lab 2* to help to identify areas of students' potential development

and enquiry, providing responsive advice and guidance to students. Individual tutorials, group tutorials and seminars support students' learning throughout the programme. Regular one to one or small group tutorials are scheduled to discuss academic progress. They provide feedback, support and guidance. Group tutorials or seminars are used to gather and share information and discuss shared learning.

4 Peer and self-evaluation
Group critical feedback sessions (Group crits) facilitated by staff and/or students underpin the peer and self-evaluation process fundamental to studio-based learning. Students learn to evaluate their individual performance and achievement through engagement with the courses and projects. Students are required to submit a written self-evaluation report that directly reflects the specific learning outcomes prior to formative and summative assessment. The GSA strongly encourages peer learning, guided by academic staff

5 Critical Discourse
Critical discourse is valued as a key learning and teaching tool across all aspects of the programme, and is a key link between *Foundation Studio*, *Foundation Skills: English*, *Co-Lab 1* and *Co-Lab 2*. Critical discourse transfers knowledge, language and understanding, contextualises individual practice and sharpens analytical and conceptual skills. Critical discourse is led and/or facilitated by staff and students in the studios as well as in lectures, seminars, presentations, written work, discussion groups and individual tutorials.

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

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

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15. Additional Relevant Information:

Library, IT and Canvas
The students are inducted and have ongoing training to introduce Library and IT facilities. The GSA's virtual learning environment, Canvas, is used as a source for communication and holds resources for each course on the programme. There are additional teaching sessions led by specialist staff to introduce other facilities (such as blogs) and creative ways of utilising IT. These are adapted to individual students' learning requirements. Canvas can also be used as a way for students to communicate in 'real time' to support their learning and aide communication skills.

Student Integration
There are a number of formal and informal opportunities staggered throughout the year for International Foundation students to interact with other GSA students in learning situations as well as socially.
1. *Co-Lab 1* in Semester 1 invites IFP students to participate in a cross-domain project interacting with a wide range of students from various disciplines
2. *Co-Lab 2* in Semester 2 integrates all Year 1 and IFP students by enabling students to work in mixed groups, with students and tutors from the SoFA, the SoD, MSA, the Innovation School and SimVis.
3. Peer learning opportunities in the studio context involving other GSA students.

4. IFP students will have the opportunity to meet with other students at GSA as a group or on a one-to-one basis through opportunities such as student mentoring.
5. There will be a number of organised social events with a range of GSA students throughout the academic year.

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16. Programme Structure and Features:

IFP *with* English
IELTS below 6.0 or additional English language support required

Foundation Studio: Art & Design (60 credits)		Foundation Skills: English (20 credits)	Co-Lab 1 (20 credits)	Co-Lab 2 (20 credits)

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Foundation Studio: Art & Design (Extended Studio) (80 credits)			Co-Lab 1 (20 credits)	Co-Lab 2 (20 credits)

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17. Can exemptions be granted?

Yes   **No** ☒

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

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18. Does the programme comply with GSA APEL policy?

Yes ☐   **No** ☒

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

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19. Are there any arrangements for granting advanced entry?

Yes ☐   **No** ☒

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

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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:

Students may transfer into the Programme from Year 1 of GSA UG Programmes via GSA internal transfer process during Semester 1 only. This will be at the discretion of the Programme Leaders of both the student's current Programme and that of the International Foundation. An interview with the Programme Leader for the International Foundation will be required and evidence of the student's aptitude and potential should be presented. Availability of space and resources will also be considered.

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

Yes ☐   **No** ☒

The programme is specifically designed to enable students to prepare a portfolio of work to apply for entry into Year 2 UG programmes at the Glasgow School of Art and other UG programmes in UK HEIs.

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

In order to pass the Programme students are required to pass all courses (see Q12).

Students on the International Foundation will receive support and guidance in applying to UK HEI Art and Design programmes, through UCAS.

Students will be encouraged to submit applications to Year 2 of GSA programmes. Departments will follow standard GSA admissions procedures in assessing the suitability of applicants. All International Foundation Programme students who make an application to a GSA degree programme will be guaranteed an interview.

IFP students applying for further study at the GSA will be expected to apply for Year 2 of their chosen programme. Applications for Year 1 should be agreed with the IFP Programme Leader and the relevant Head of Department/Admissions staff. Appropriate point of entry may be discussed further with IFP PL and IFP applicant following interview.

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:

The International Foundation Programme has a Programme Leader (PL). The PL for the International Foundation Programme will convene an Student/Staff Consultative Committee (SSCC) for the Programme, which will report its minutes to the School of Fine Art Board of Studies.

The PL will convene all necessary meetings with the Course Coordinators of the component courses, and comply during the course of the academic year with the annual monitoring process for GSA.

25. Please explain the systems and arrangements regarding:

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

The GSA committee structure can be found at the following link:
http://www.gsa.ac.uk/about-gsa/key-information/our-structure/academic-services/committee-structures-and-academic-workflow

Responsibility for the conduct of the programme will rest with the Programme Leader, who is required to report against specified criteria through Annual Programme Monitoring to the School of Fine Art Board of Studies, and thereby to the higher institutional committees responsible for Quality Assurance.

The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. They will be primarily responsible for the initiation of the 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 will undertake:

• Regular Programme Team meetings
• Student/ staff consultative committee
• Annual Programme Monitoring
• Periodic Review

Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit

b) Student feedback and representation

An International Foundation Student/Staff Consultative Committee (SSCC) will be established to meet once per semester. The agendas for SSCC meetings are primarily set by students and allow them to formally feedback into the course and wider institution. This mechanism allows for the student voice to be shared across the campus in all regards. Additionally, IFP student reps are expected to provide reports as appropriate through the Student Rep Cycle which feeds into the Boards of Studies.

c) Programme based student support

Support for International Students and Pastoral care
The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. 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.

Peer Support or Mentoring
Students on the International Foundation will have the opportunity to meet with other students at GSA as a group or on a one to one basis via student mentoring.

Student Support Services
Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare that may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

Staff Student Support
The programme staff work closely with a variety of staff in Student Support Services and there is ongoing monitoring of students by staff.