THE GLASGOW SCHOOL OF ART | **Programme Specification**

Please note that this programme specification is correct on the date of publication but may be subject to amendment prior to the start of the 2019/2020 Academic Year

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
BA (Hons) Interior Design	W250	DESIND

Head of School	Barbara Ridley
Head of Department/Programme Leader	Patrick Macklin
Programme Contact	Programme Leader

Minimum Duration of Study	48 months
Maximum Duration of Study	72 months
Mode of Study	Full-Time
Award to be Conferred	BA (Hons) Interior Design
Exit Awards	Year 1 – Certificate of Higher Education Year 2 – Diploma of Higher Education Year 3 – BA Interior Design Year 4 – BA (Hons) Interior Design
Source of Funding	SFC

Version	Session	Date of Approval
19.20.01	2019/20	28 August 2019 PACAAG

3. SCQF Level:

SCQF 7–10

3.1 Credits:

480

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:
None

8. Entry Qualifications	
8.1 Highers	4 Highers at ABBB (one sitting) or AABB (two sittings).
8.2 A Levels	3 A Levels at ABB (one sitting) or AAA (two sittings) AND GCSE English at Grade A
8.3 Other	Fine Art and Design, and Product Design 30 points overall in the IB Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit an IELTS or TOEFL. Applicants are required to submit a portfolio of work. Portfolio guidelines are available at http://application.gsa.ac.uk > Design Admission Guidelines.
8.4 IELTS Score Required on Entry	IELTS with an overall score of 6 with no component less than 5.5 (or equivalent)

9. Programme Scope:
Interior Design (ID) within The Glasgow School of Art (GSA) aims is to produce creative, skilled, confident graduates and life long learners who are able to make significant contributions to the practical, intellectual and critical evolution of the subject. The ID department at GSA has a particular approach to the subject and its learning methods are centred upon the production of appropriate, practical and beautiful solutions within specific types of (constructed) space. It asserts that, as interior designers, both analogue and digital methods of representation are integral to the way proposals are understood and developed, produced and discussed. The ID GSA programme takes the traditional vehicles for the communication of design proposals such as the sketch and maquette, as well as digitally mediated image and object making, and folds these skills into the design process, allowing a focus on wider aspects of the discipline including the narrative properties of materials; the relationship between site, proposal and community; and the exploration of the broader 'domain' of design. It is this project-based learning that enables a

thorough understanding of the key components in an interior designer's repertoire.

10. Programme Aims:

The aims of the programme are:

- To produce assured graduates ready to enter practice; pursue further study at postgraduate level; as individualistic, creative, knowledgeable, informed and articulate design(er) experts.

10.1 Stage 1 Aims:

Stage 1 offers students the opportunity to:

- Undertake a series of project based learning activities within the Specialist – Interior Design core of Stage 1. Students are exposed to a range of Interior Design activities, with an integrated approach to subject specific skills including drawing, technology, model-making and the importance of verbal communication of design intention.
- Use the opportunity to join the scheduled study trip to raise awareness of significant examples of contemporary and historical interior design practices.
- Understand assessment of studio practice is facilitated through the presentation of a portfolio.
- Gain an understanding of the domain of Interior Design.

10.2 Stage 2 Aims:

Stage 2 offers students the opportunity to:

- Undertake a series of project based learning activities within the Specialist – Interior Design core of Stage 2. Students are exposed to a range of Interior Design fundamentals. Focussed on a particular concern per project, these may include planning, spatial relationships, circulation, materiality, detailing, workplace relationship, privacy, etc.
- Demonstrate an understanding of, and engagement with, site contingency.
- Engage in project work that is developed as a group.
- Understand the contextualisation and consideration of pertinent theories of design and Interior Design embedded throughout set projects.
- Understand the assessment of studio practice and portfolio presentation.
- Demonstrate the understanding of fundamental principles of Interior Design.

10.3 Stage 3 Aims:

Stage 3 offers students the opportunity to:

- Advance fundamental design skills through a project-based programme, centred around studio-practice.
- Support the development of advanced practical and critical processes in the context of specialist study.
- Enhance information gathering methods and interpretation skills, including the use of ICT
- Enhance communication skills - visual, verbal and written.
- Exercise initiative in self-directed projects and manage time effectively.
- Understand key principles of professional practice within the specialist discipline and its related professional culture.

10.4 Stage 4 Aims:

Stage 4 offers students the opportunity to:

- Self-select and self-generate project learning activities within the specialist Interior Design core of Stage 4.
- Define a field of interest within Interior Design and refine their personal stance.
- Demonstrate the conclusion of self-directed sustained inquiry, establish an individual position that can be defined within a field of Interior Design.
- Demonstrate contextualisation and consideration of pertinent theories to the students' own field of interests that are considered and refined.
- Communicate with, and make formal presentations to, informed and professional level audiences.
- Produce a portfolio of work suitable for use as a tool to access professional graduate employment.
- Engage in the preparation and mounting of a Degree Show exhibition of professional standard interior design work.
- Understand the importance of public engagement with diverse audiences including industry professionals.

11. Intended Learning Outcomes of Programme:

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

- Demonstrate in-depth subject specialist skills and advanced knowledge of the characteristics, terminology and practice of Interior Design.
- Convey advanced critical awareness and understanding of the theories, concepts and principles – historical, cultural and contextual – underpinning Interior Design, and recognise the subjects' relationship to a broader social, cultural and creative domain.
- Gather and present a professional portfolio of project work, substantiated, supported and elaborated via the incorporation of relevant design journals, where appropriate.
- Understand the dynamics of working with others, within a studio-based creative environment.
- Exercise autonomy, initiative, individuality and creativity when undertaking directed and self-directed project work.
- Identify, define and deliver self-directed project(s).
- Demonstrate an advanced understanding of Interior Design by employing varied and appropriate research, analysis and interpretative methodologies.
- Act as a confident advocate for the subject specialism of Interior Design, and the significance of design and creative thinking within the broader field of knowledge.
- Deal with complex subject specialist matters, including any ethical or professional issues raised by the discipline.
- Offer professional level insights and specialist interpretations and creative solutions via the filter of subject specialist knowledge and associate design approaches.
- Manage the organisation of work in relation to resources and deadlines.
- Communicate with, and make formal presentations to, a broad range of informed and professional audiences.
- Use appropriate technologies, both analogue and digital, to support and enhance design investigation and conclusions.

11.1 Intended Learning Outcomes of Stage 1

<u>Knowledge and Understanding</u>
After full participation in and successful completion of the course, students should be able to demonstrate:
- An outline knowledge of the fundamental characteristics of the subject of Interior Design.
- An understanding of the fundamental creative processes and methods associated with Interior Design.
- An outline knowledge of the design contexts associated with Interior Design.
- An understanding of the accepted theories and principles associated with Interior Design.

<u>Applied Knowledge and Understanding</u>
After full participation in and successful completion of the course, students should be able to work with:
- Fundamental practical skills and processes associated Interior Design.
- A range of set projects investigating aspects of research, collaboration, exploration and outcomes.
- Awareness of the contexts associated with Interior Design.

<u>Professional Practice: Communication, Presentation, Working with Others</u>
After full participation in and successful completion of the course, students should be able to:
- Present, evaluate and reflect upon ideas familiar to the discipline of Interior Design.
- Use a range of approaches to create responses to and answer set project briefs.
- Convey ideas in structured and coherent form.
- Use a range of forms of communication effectively.
- Use standard applications to process and obtain a variety of information.
- Exercise a degree of independence in carrying out set project work.
- Manage organisation of work within set deadlines.
- Take account of health and safety regulations and develop safe working practices.
- Work with others in developing awareness of the broader subject of design in relation to Interior Design.

11.2 Intended Learning Outcomes of Stage 2

<u>Knowledge and Understanding</u>
After full participation in and successful completion of the course, students should be able to demonstrate:
- A working knowledge of the differing characteristics and practices associated with a range of Interior Design subject specialisms.
- An understanding of the key stages of the design process associated with Interior Design.
- A broad knowledge of a range of design contexts associated with subject specialist Interior Design.
- An outline knowledge and understanding of some core theories, principles and concepts associated with Interior Design.

<u>Applied Knowledge and Understanding</u>
After full participation in and successful completion of the course, students should be able to work with:

- A range of skills, processes and materials associated with Interior Design subject specialisms.
- A range of set projects with an emphasis on skill acquisition across Interior Design subject

specialisms.
- The application of skill acquisition to familiar Interior Design contexts.

Professional Practice: Communication, Presentation, Working with Others
After full participation in and successful completion of the course, students should be able to:

- Undertake analysis, evaluation and synthesis of ideas and matters associated with the Interior Design subject specialisms.
- Use a range of approaches to create responses and solutions to defined project briefs.
- Evaluate responses and solutions Interior Design subject specialisms.
- Convey specialist information to a range of audiences for a range of purposes.
- Use a range of standard applications to process and obtain subject discipline information and for image manipulation.
- Exercise initiative in carrying out and interpreting set project work.
- Manage organisation of work in relation to resources and deadlines.
- Take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices.
- Continue to work under guidance with a range of qualified practitioners.
- Work with others in developing a broad understanding of the wider discipline Interior Design.
- Take account of broad discipline matters including any ethical or professional issues raised by the discipline.

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding
After full participation in and successful completion of the course, students should be able to demonstrate:

- A broad knowledge of the scope and practice characteristics of Interior Design.
- An understanding of the design process specific to a subject specialism and how it can be applied to Interior Design.
- A broad knowledge of potential design contexts for subject specialist Interior Design.
- An understanding of selected theories, concepts and principles associated with Interior Design.

Applied Knowledge and Understanding
After full participation in and successful completion of the course, students should be able to work with:
- A selection of the key processes, materials, practical and technical skills associated with a particular Interior Design subject specialism.
- A range of subject specialist projects of research, exploration and outcomes.
- A range of subject specific Interior Design contexts.

Professional Practice: Communication, Presentation, Working with Others
After full participation in and successful completion of the course, students should be able to:

- Undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by the subject specialist Interior Design disciplines.
- Identify and analyse subject specific Interior Design matters.

- Draw on a range of sources to make objective judgements.
- Make formal and informal presentations to a range of audiences about specialist Interior Design matters.
- Use a range of IT applications to support and enhance work.
- Exercise autonomy in carrying out and interpreting set project work.
- Manage time and resources in relation to set project briefs.
- Continue to take account of health and safety regulations in studio and workshop practices and adhere to safe working practices.
- Work under guidance with qualified and/or specialist practitioners.
- Work with others in developing a subject specialist understanding of Interior Design.
- Deal with subject specialist matters including any ethical or professional issues raised by the discipline.

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding
After full participation in and successful completion of the Programme, students should be able to demonstrate:
- Specific knowledge relating to the characteristics, terminology and practices of an Interior Design subject specialism.
- An informed understanding of the design process and Interior Design subject specialism by utilising a range of research, exploration and interpretation methodologies and approaches.
- An informed knowledge of design contexts for individual, subject specialist, Interior Design.
- Informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with Interior Design interests.

Applied Knowledge and Understanding
After full participation in and successful completion of this Course, students should be able to work with:
- Subject specialist processes, materials, practical and technical skills associated with individual Interior Design interests.
- A self defined subject specialist project of research, exploration and outcomes which reflects individual Interior Design interests.
- A defined, subject specialist, Interior Design context.

Professional Practice: Communication, Presentation, Working with Others
After full participation in and successful completion of this Course, students should be able to:
- Identify, define, conceptualise and analyse individual, subject specialist, Interior Design interests.
- Offer insights and specialist interpretations and solutions to matters raised by individual Interior Design interests.
- Review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist Interior Design interests.
- Demonstrate individuality and judgement in dealing with subject specialist Interior Design interests.
- Make formal presentations to informed audiences about specialist Interior Design matters.
- Communicate with professional level peers, senior colleagues and discipline specialists.
- Use a range of digital technologies appropriately to support and enhance specialist work.

- Exercise autonomy and initiative in undertaking self-directed project work.
- Manage time and resources effectively in relation to self directed project work.
- Continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices.
- Work effectively under guidance in a peer relationship with qualified and/or specialist practitioners.
- Work with others in developing a critical position as an individual Interior Design practitioner and contribute to ongoing studio debate.
  Deal with complex subject specialist matters including any ethical or professional issues raised by the discipline.

11.5 Intended Learning Outcomes of Stage 5
N/A

12. Assessment Methods:

Integrative Assessment

Integrative Assessment is an assessment process applied to the range of projects constituting the "Specialist Interior Design" component, used for both Formative and Summative Assessment. This assessment is enabled through the submission of a portfolio including all individual projects undertaken up to that point.

(Integrative) Formative Assessment

Formative assessment offers constructive and supportive review of ongoing performance, identifies strengths and weaknesses and gives advice on future direction. A "Cause for Concern" can be issued at any point, and highlights any performance concerns and/or risk of failure alongside required "Actions".

(Integrative) Summative Assessment

Summative assessment evaluated individual performance for the year in its entirety. Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme. The final grade is determined by aggregation of grades for each course. Methods of assessment include portfolio presentation of project work reviews, formal presentations and essays for The Forum for Critical Inquiry.

Formative and Summative Assessment Methods include:

Tutorial	A reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group.
Review	The presentation or work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.
Guidance Note	Record key areas of discussion specifically the future development of studio work.

Peer Evaluation	Completed by a student about another student in relation to group tasks within a project.
Self Evaluation	Completed by a student providing an opportunity to reflect on their work and progress.
Cause for Concern	Is 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 either formative or summative assessment points.

13. Learning and Teaching Approaches:

The following teaching and learning methods are employed through the programme of study:

Briefing	This takes place at the beginning of a project or a Course. The brief is discussed and this is an opportunity for students to ask questions and to clarify aspects of the project or course.
Tutorial	A reflective and critical discussion to provide feedback about work in progress. This may take place on a one-to-one basis with staff or involve a group. An organisational meeting between staff and students or students and students, relevant to a project or event.
Group Meeting	An organisational meeting between staff and students or students and students, relevant to a project or event.
Review	The presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project. Induction.
Induction	An introduction to a resource (such as I.T, Library or Workshop).
Lecture	A formal presentation given by staff or visiting speaker.
Technical Demonstration	Learning through the observation of a technical process normally demonstrated by a member of technical staff.
Technical Workshop	Learning through the observation and practice of a technical process.
Pastoral Appointment	A meeting available to students with a member of academic staff to discuss issues of a personal nature or relating to general welfare which may be affecting their academic progress. Pastoral appointments are timetabled for all new students within the department. Appointments can also be arranged with staff as necessary.
Guidance Note	Record key areas of discussion specifically the future development of studio work.
Peer Evaluation	Completed by a student about another student in relation to group tasks within a project.
Self Evaluation	Completed by a student providing an opportunity to

	reflect on their work and progress.
Cause for Concern	Is 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 either formative or summative assessment points.
Formative Assessment	Feedback given in the form of a Record of Assessment that provides an indication of performance and levels of attainment reached up until that point or at the end of a project or course.
Summative Assessment	The final point of assessment, an official grade is issued from GSA Registry.

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

QAA Subject Benchmark Statement: Art and Design 2017
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

15. Additional Relevant Information:

Enrichment of Learning Experience
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.

International Exchange - Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Level 3.
In order to be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 in the formative studio component. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider their application and discretion may be exercised.

Students who are interested in going on international exchange are advised to attend the departmental briefing session which will be arranged by the Exchanges Officer. Following on from that briefing session, students should discuss their application with the Programme Leader with a view to gaining approval sufficiently in advance of exchange application deadlines. Should a student be granted approval to go on international exchange they must complete and submit for the Programme Leader's approval a Learning Agreement which outlines their programme of study and credit transfer relative to their studies on exchange.

Students must negotiate with the Programme Leader any differences between start and end dates of GSA's semesters and the exchange period and agree how this will be managed – to ensure that the terms of the Learning Agreement are met without impacting upon study of GSA courses, either

prior to or post the exchange period.

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement, at which time associated credits will be transferred.

In exceptional cases, students may request that an exchange be extended. However, permission must be granted by the Board of Studies in advance.

Cross GSA Workshops
Students on the programme also have access to specialist workshops across GSA, however, the formal mechanism for accessing these facilities is via the Programme Leader who will negotiate with the Head of Technical Support (TSD).

Ethics Statement
The Glasgow School of Art is committed to the ethical conduct of research and has developed policies and procedures to ensure that the importance of individual and corporate responsibility is communicated to staff and students, and that ethical approval is sought where appropriate, particularly in the case of human subject research.

In case of an ethical concern arising from their individual projects of research (e.g. research involving human participants), students will be asked to seek the advice of the programme team, where appropriate. They may also be required to complete the GSA Application Form for Ethical Approval, for consideration by the programme team and, where appropriate, the GSA Ethics Committee.

Project Briefs
Project briefs use plain language, are reader/student focused and are accessible in multiple formats. Academic and support staff contact time is made explicit. Students are aware of with whom and when they can expect contact. Reading lists and online resources are identified to encourage students to use study time effectively. Aims and level learning outcomes of the brief are made clear. Work requirements and assessment criteria are made explicit and relate to the specified aims. Briefs include a suggested timetable for students (highlighting key dates) to assist them manage their study time effectively.

Internationalisation
In line with the Glasgow School of Art internationalisation strategy, we intend to enhance curriculum and learning opportunities in ways which enable students and graduates to operate effectively in international and global contexts.

We can do this by creating programme opportunities and support mechanisms for international projects for students, which build on international partnerships.

We intend to develop, refine and strengthen international collaborative educational partnerships in order to deepen trans-cultural understanding, promote opportunities for students and staff and enhance the international reputation of the School. We do this by establishing academic staff exchange as a core feature of key international partnerships and consolidating existing partnerships and recruitment potential.

We will continue to develop and provide appropriate support for an increasingly culturally diverse

community of students and staff in order to enhance the educational experience of all students

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

Design History & Theory
Design History & Theory provides a theoretical and critical underpinning within a wider design, art and architecture context, and exists to support all undergraduate and postgraduate programmes at GSA, including doctoral study, and to produce high quality research into the histories and contemporary contexts of creative material practices.

---

16. Programme Structure and Features:

The programme is structured over four years, with the skills and knowledge of each level building on the previous one.

It provides students with a balanced set of problem based learning projects that allow them to test, develop and evaluate their design skills, alongside technical and professional skills/knowledge. The integrative assessment of projects within the studio skills course provides the opportunity to explore and take risks. This produces designers able to perform in the industry, whether as part of a design team or independently. These core technical and professional skills are embedded within projects providing Project Based Learning, and enhancing the students understanding of the direct application of the skills. These projects continually evolve, making them relevant to current industry concerns and students needs.

Core skills are covered in each Level with complexity building as students progress. Projects encompass specific areas including drawing, presentation, construction-detailing, material specification, sustainability, lighting, space planning, etc.

Peer discussion and assessment occur at each Level with students contributing via discussion during design development and conclusion. Seminars, reviews and post briefing pick-up sessions also contribute to the discursive structure of the course. Seminars led by industry professionals inform specific projects.

In Years 1, 2 and 3 technical and design skills are developed through projects. Year 4 students exercise an independent approach to project selection, brief writing, and project development, culminating in the creation of an individual portfolio that demonstrates individual design and technical abilities to future employers.

ID GSA considers the method of representation and development of design projects to be intrinsic to the way other Interior Design skills are developed. Digital and analogue representation is integrated into students' design practice from the outset with these skills being acquired via design projects. The rigour, precision and self-examination that this demands of the students present a solid platform for development. It also means that graduates have strong skills in representation for both design development and presentation. This integrated Studio approach produces emergent designers who are flexible, innovative and critical.

REFERENCE NUMBER	TITLE OF COURSE		CREDIT	ASSESSMENT WEIGHTINGS (%)
			CRD:	
YEAR 1 TOTAL CREDITS	SEMESTER 1 AND 2		LEVEL 7	EX CW
		120		
	Studio 1		80	66.8%
	Co-Lab 1		20	16.6%
	Co-Lab 2		20	16.6%
			CRD:	
YEAR 2 TOTAL CREDITS	SEMESTER 1 AND 2		LEVEL 8	EX CW
		120		
	Studio 2		80	66.8%
	Design Domain 2		20	16.6%
	DH&T 2: Worlds and Words of Design See Note 1		20	16.6%

Note 1

Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course.

REFERENCE NUMBER	TITLE OF COURSE		CREDIT	ASSESSMENT WEIGHTINGS (%)
			CRD:	
YEAR 3 TOTAL CREDITS	SEMESTER 1 AND 2		LEVEL 9	EX CW
		120		
	Studio 3		80	66.8%
	Design Domain 3		20	16.6%
	DH&T 3: Concepts and Territories of Design See Note 2		20	%

Note 2

Where there is a requirement for a student to commence and exit a programme during the same semester, for example exchange students, the student will study an associated 10 credit course.

| | | | CRD: | |
			LEVEL 10	EX CW
YEAR 4	SEMESTER 1 AND 2			
(Essay) TOTAL CREDITS		120		
	Studio 4		100	83.3%
	DH&T 4 (Essay / Curatorial Rationale / Critical Journal)		20	17.0%

| | | | CRD: | |
			LEVEL 10	EX CW
YEAR 4	SEMESTER 1 AND 2			
(Dissertation) TOTAL CREDITS		120		
	Studio 4		80	66.8%
	DH&T 4 (Dissertation / Extended Critical Journal)		40	33.2%

---

17. Can exemptions be granted?

Yes ☐　　　　No ☒

---

18. Does the programme comply with GSA APEL policy?

Yes ☒　　　　No ☐

GSA recognises that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere.

---

19. Are there any arrangements for granting advanced entry?

Yes ☒　　　　No ☐

It is possible to enter the programme at Stages Two and Three on submission of a portfolio and evidence of accredited prior learning.

---

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

Yes ☒　　　　No ☐

Via GSA internal transfer process (dependant on evidence of aptitude and potential and space availability).

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

Yes ☒   No ☐

As above.

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

Pass all Studio and DH&T components.

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

Yes ☒   No ☐

A full list of current GSA External Examiners for all programmes can be found at the following link:

http://www.gsa.ac.uk/about-gsa/key-information/our-structure/academic-services/external-examiners/

If no, please explain:

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

Responsibility for the conduct of the programme rests with the Programme Leader. A Staff/Student Consultative Committee meets to consider operational matters, while the appropriate GSA (Final) Examination Board is responsible for the award of the degree and for issues relating to progression. All committees connected to the programme operate according to standard procedures determined by the Academic Council of the Glasgow School of Art. The Staff/Student Consultative Committee reports to the School of Design Board of Studies, which in turn reports to the Undergraduate and Postgraduate Committee. The GSA's Academic Committee Structure is published on the GSA website.

The teaching team is led by the Programme Leader. The Programme Leader has executive responsibility for the direction, coordination and administration of the programme. He/she is 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.

25. Please explain the systems and arrangements regarding:

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

In order to ensure that quality standards are monitored and the quality of provision continually

enhanced the BA (Hons) Interior Design Programme will undertake the following:

- Regular Programme Team meetings
- Student/Staff Consultative Committee meetings
- Engagement with External Examiners
- Programme Monitoring and Annual Review (PMAR)
- Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

GSA's policies with regard to External Examiners, Programme Monitoring and Annual Review (PMAR) and Periodic Review are published on the Academic Council Policies pages of the GSA website.

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/

b) Student feedback and representation

Student representatives are elected for each Year, to represent the views of fellow students on Programme Committees and Boards of Studies, and to act as an important means of communication between staff and the student body. Essentially, the role of student representative is one of encouraging students to enhance the quality of the GSA's learning and teaching provision, and of ensuring student participation has a positive effect on developments within the GSA. Student representatives are offered an induction into the roles and responsibilities of the position, and are offered a programme of training by the Student Representative Council.

Each department elects student representatives for each year-stage of the programme who attend a Student/Staff Consultative Committee (SSCC) meeting once a semester. The agenda of the SSCC meetings is set primarily by students. Student representatives arrange meetings with year groups prior to the meeting of the Committee to help form this agenda. While the concerns of students regarding the programme at subject area level can be discussed with the tutors at any point, it is through this meeting that such concerns should be brought formally to the attention of staff. From this committee, student views are taken up through the committee structure via the Board of Studies and to the GSA Undergraduate and Postgraduate Committee. The minutes of all SSCC meetings are circulated to the students of the departments.

Student feedback and participation is also encouraged by additional student meetings held to discuss issues that inform the enhancement and quality of learning and teaching provision within the School of Design. Annual questionnaires are used to seek feedback from the students that informs the programme quality enhancement process at all levels; delivery of courses, provision of equipment and resources, learning environment and student support.

Students have opportunities for representation on Student staff consultative committee and the School's Board of Studies. - The SSCC meets once a semester prior to BOS.